UNESCO SOURCES

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# CULTURE AND DEVELOPMENT: A VITAL CONNECTION

## AN OBSTACLE COURSE

*Mamadou Gahahanda*
*Documentalist*
*Yaoundé (Cameroon)*

My hearty thanks for your dossier on International Conventions in *Sources'* March issue (No. 56). It presents with great clarity a wealth of information which we would be unable to consult in our university libraries.

And of course students are much too poor to buy books. Moreover, and whether the Universal Copyright Convention likes it or not, the rare photocopying machines are generally out of order, lacking ink, or paper and copies themselves are too expensive.

Indeed, we have lost track of the number of times we have removed an empty book cover from a shelf after students had discreetly snipped away its contents to glean material for their courses.

At the same time, how can anyone blame them, knowing full well that pursuing university studies in Cameroon is tantamount to running an obstacle course.

## A SOURCE OF INFORMATION AND IDEAS

*Ala Connaughton, Editor*
*The Far East*
*Navan, (Ireland)*

Your magazine is an interesting and very useful source of information and ideas. The February issue on Tourism, for instance, awakened my interest in doing something on the subject in the next issue of *Far East*.

## THE MEN WHO KNEW TOO MUCH

*Marine Wappers*
*Journalist*
*Montana (Switzerland)*

UNESCO, as you have reported several times, prides itself on co-ordination of safeguard operations of the temples of Angkor in Cambodia.

I have just been informed by Cambodian sources, however, that theft of sculpture continues. On the spot, everyone knows the names of the culprits along with considerable information on the networks dealing in this illegal traffic.

Does UNESCO really want to stop this systematic vandalism? But would this even be possible in view of the fact that the UNESCO Bureau, located on the grounds of the Siem Reap Conservatory, has been closed by local authorities? Is an effort being made to get rid of the *"men who knew too much"?*

Let us hope that UNESCO will not stand helplessly by with its hands tied, like the UN in Bosnia...

*Since 1992, UNESCO has allocated nearly 55 million to the execution of some 40 projects in Cambodia. Part of these funds has gone for the safeguard of Angkor. Cambodian police have been and continue to be especially trained for the fight against pillaging and traffic in Cambodian cultural property. - Ed.*

## CRIMES AGAINST HERITAGE

*Liane Desforêts*
*Professor*
*Brussels (Belgium)*

In an article entitled "Changing Times" in the March issue of Sources (No. 56) I read that the United Nations War Crimes Tribunal is investigating *"the attack against Dubrovnik, destruction of the mosques in the historic Bosnian city of Stolac, and the Mostar Bridge, also in Bosnia and Herzegovina".*

Provided the perpetrators of these *"crimes against heritage"* could even be identified, what sanctions could be applied to them? If, as seems likely, they have no money to pay for repairs, might they be sentenced to melting down their heavy artillery to provide metallic reinforcement materials for volunteers engaged in reconstruction?

*Or why not institute a system whereby not only individuals but also a State or an army committing such crimes could be sentenced to a term of "public service". - Ed.*

# PEACEKEEPING VS. PEACEBUILDING

*The end of apartheid in South Africa, the Israeli-Palestinian agreement on the autonomy of Gaza and Jericho, and steady progress towards peace in Mozambique have unleashed a wave of hope. But the battle for Goradze, the horrifying massacres in Rwanda, the continuation in the world's most murderous conflict in Angola, and the continuing assassinations in Algeria, to name but a few of the bloodiest battlefields, remain sources of despair.*

*As pointed out by UNESCO's Director General at the opening of the 144th session of the Executive Board, these conflicts have provoked everywhere* "an interrogation of United Nation's role, the exact nature of its missions and its ability to have a real impact". *However, those who sit in judgement of the UN, and the numerous agencies that make up its family, tend to ignore two essential facts.*

*Like any institution, the UN is not above making mistakes. And the way in which it undertakes its peacekeeping operations can be legitimately criticised. It should be remembered that the Member States, and they alone, set the goals for these missions and provide the means to fulfil them. But deciding not to send peacekeeping forces to Rwanda or refusing to increase their numbers in ex-Yugoslavia has had direct consequences on the evolution of these conflicts and therefore an impact on an eventual return to peace.*

*Even more seriously, these operations are rooted in a logic of force. By the time the UN gets the go ahead to use arms against those of the antagonist, the idea of peace has usually been long forgotten.*

*Would it not be possible to devote a portion of the means given over to this end, and those used for reconstruction, to eliminate the causes of war? Such is the conviction of Federico Mayor:* "it's time for the United Nations to expand its role as peacekeeper and give higher priority to preventing conflicts and building stable foundations for peace."

READEX PICHE

**René LEFORT**

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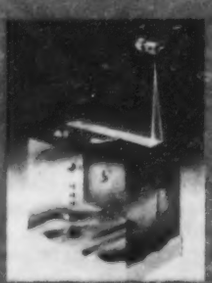

*Opera workshop.*


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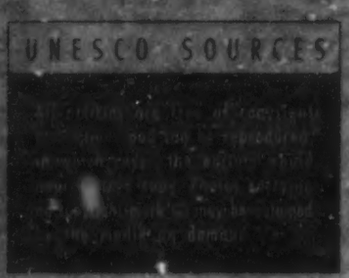

## BOOKS

### COASTAL ZONE SPACE: Prelude to Conflict?

Addressing one of the *"critical uncertainties"* identified by the UN Conference on Environment and Development (UNCED 1992), namely the capacity of coastal areas, this book focuses

on the future of the coastal zone, where the often heavily populated and exploited land forms the transition zone to the ocean. Written by Edward D. Goldberg, Professor of Chemistry at Scripps Institution of Oceanography, U.S.A., and published in the *"Ocean Forum"* Series of the Intergovernmental Oceanographic Commission (IOC) of UNESCO, it explores a wide range of scientific, technical, practical and cultural aspects of this zone which hosts an increasing number of cities, industries and people. The advantages as well as dangers of alternatives are clearly elaborated. Information and arguments are given in digested and readable form, plus - for the reader interested in learning more, a bibliography at the end of each chapter. This compact volume contains considerable information and food for thought for marine scientists, policy-makers and the general public who wish to familiarize themselves with the issues.

● ***Coastal Zone Space: Prelude to Conflict?*** *by Edward D. Goldberg, IOC Ocean Forum series, UNESCO Publishing 1994, 138 pp., 85 FF.*

### LAW AND EDUCATIONAL PLANNING

The requirements of parents or children with regard to schooling; discipline and protection of those participating in education; minority rights; religious, moral and ethical freedom and protection, are some of the matters addressed in this booklet aimed at providing educational planners and administrators with a framework of the law which impinges on their work. Written by Ian Birch of the University of Western Australia, it discusses the nature and sources of school law, the influence of international decisions on schooling, and case studies of the interaction of law and education.

● ***Law and Educational Planning****, by Ian Birch, Fundamentals of Educational Planning Series No. 46, UNESCO/IIEP 1993, 86 pp., 50 FF.*

### GREAT ANIMAL REFUGES

Intended mainly for children, this volume in the World Heritage Series is devoted to animals in great wildlife preserves, notably five sites on UNESCO's World Heritage List: Manu National Park (Peru), Serengeti National Park and the Ngorongor Conservation Area (Tanzania), the Galapagos Archipelago (Ecuador), and Virunga National Park (Zaire). Spectacular photos accompany texts full of information and insights. We learn, for instance, that various species of herbivores often gather together in large groups ro capitalize on the particular strengths of each

in recognizing danger. Giraffes can keep watch from high above the ground while impalas and other small antelopes graze, serving the community with their hearing and sense of smell. The book describes the cheetah, the world's fastest land animal, which can accelerate from zero to 45 mph in 2.5 seconds, the *"heavyweights"* - rhinoceroses, hippopotamuses and elephants on the African savannahs, or again the sea lions on the Galapagos Islands.

● ***Great Animal Refuges****, in The World Heritage series, UNESCO/Childrens Press, Chicago 1993, 35 pp., 75 FF.*

## PERIODICALS

### THE UNESCO COURIER

The May *Courier* addresses the job of rewriting, or simply writing, history today, especially in Eastern Europe, but also in the West. Indeed the fall of the Berlin Wall in 1989 not only marked the end of a conception of history which had guided Europe for 200 years, but led Francis Fukuyama to announce the *"end of history"*. *"What past for what present?"* asks French historian Francois Hartog, quoting French philosopher Paul Ricoeur's view of history as *"opening up the past, reviving its unfulfilled, inhibited, nay murdered potentialities', what Michelet called giving voice to 'the silences of history,' "*. The articles which follow illustrate the enormity of the task. This issue also includes an interview with Vietnamese-born astrophysicist Trinh Xuan Thuan.

### PROSPECTS

**Monitoring the quality of education worldwide: II. A few national examples of IEA's impact.** The *"Open File"* in this issue (No.84) presents reports from educators in 10 countries on their participation in studies sponsored by the International Association for the Evaluation of Educational Achievement (IEA). They explain how IEA studies have become part of educational thinking and practice in many countries, why evaluation requires both national and international perspectives, and how international assessments help improve their own systems. The *"Viewpoints/Controversies"* section features an article on "Education and structural adjustment," by J.B.G. Tikal of India.

## RECORDS

### JAVA
**Sundanese Folk Music**

The Sunda country is situated in the western part of Java and covers nearly a third of the island. After the Hindu period dating from the first centuries of the Christian era to the 15th century, the Hindu kingdoms of Java became Muslim sultanates. Nonetheless, Sunda developed independently both politically

and culturally. Whether it is art music or popular, music is everywhere, for national or religious festivities, marriages, or to accompany martial arts. This recording offers a selection from an immense repertory, interpreted by groups of 9 to 14 instruments: oboe, percussion, flutes, zithers or *tarawangsa* (a two-stringed viol).

● ***Java:Sundanese Folk Music****. Musics & Musicians of the World series, UNESCO Collection/AUVIDIS 1994, Cassette 85 FF, CD 145 FF.*

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# PETER SELIGMANN, FROM YELLOWSTONE TO AMAZON

*"We're working with our feet in the mud, but our head in the stars,"* said Peter Seligmann, President of the Board of Directors of Conservation International (CI), the powerful non-governmental organization based in Washington, D.C. (U.S.).

He was in Paris last April 20 to sign a cooperative agreement with UNESCO for the protection of nature. CI is, in fact, implementing programmes similar in concept to UNESCO's Biosphere Reserves.

In 1987, the year of its foundation, CI engineered the first debt for nature swap, by exchanging the external debt of Bolivia to endow and expand the Beni Biosphere Reserve, some 1,5 million hectares of tropical forest.

PETER SELIGMANN AT UNESCO (Photo UNESCO/Michel Claude)

Slim and elegant in his dark suit, Peter Seligmann looks like anything but a fighter. Still, he has adapted, between two plane accidents, to the worst conditions in the least hospitable parts of the planet. He is neither afraid of giant scorpions nor the strangest of menus. After earning a doctorate in wild-life ecology, he moved with his wife and two daughters to Costa Rica, then to Peru. It was, in fact, his children who first lead him to understand that if people destroyed nature, it was to satisfy their vital needs. The ideal solution, therefore, would be to conclude a non-agression pact with nature, yet, at the same time, use its resources.

*"Today, we combine science, economics and community development. To do this, we propose our scientific and technical assistance to private organizations as well as to governments, to help them develop economic alternatives* for their populations, while *nonetheless protecting their threatened ecosystems".*

These are not vain words. Taking an early interest, for instance, in the coastal province of Ecuador, CI sent a multidisciplinary team of scientists. They confirmed that the tropical forest contained an unknown treasure: vegetal ivory or tagua, a good substitute for elephant tusks thanks to its hardness and milky white colour.

Harvesting of tagua is already enabling 3% of the population, about 1,500 people, to earn a living, especially when they add revenues from the gathering of wild cocoa and the sale of wood, cut with discernment.

Peter Seligmann, of German origin, born in New York 42 years ago, was raised near Yellowstone Park. An avid fisherman, he hated being cooped up in school.

If you really want to win him over, do like Payakan, King of the Kayapo, in the heart of the Amazon. Invite him to go fishing!

**Franco BEQUETTE**

# AMBASSADOR PELÉ SETS A NEW GOAL

Pelé, the legendary football player, was named a UNESCO Goodwill Ambassador and kicked off his mission by promising to promote education for underprivileged children.

MR MAYOR WITH PELE SHOWING HIS NEW U.N. PASSPORT (Photo UNESCO/Michel Claude)

*"All kids can be successful if they work hard and stay away from drugs and the streets,"* said Pelé during a ceremony at UNESCO's Paris Headquarters.

*"Pelé of course is already an ambassador, an ambassador of football and of sport in general,"* said Director-General Federico Mayor, handing Pelé his blue UN passport.

*"He represents sport played in the way and in the spirit in which it should be played,"* he said. *"Pelé the champion has always championed the cause of those for whom football and sport is the pathway to a fuller and better life."*

Pelé was born Edson Arantes do Nascimento 53 years ago in Minais Gerais, Brazil in what he called *"an abandoned place".* Dressed in a dark suit instead of his customary shorts and track shoes, he stressed his poor background and his familiarity with the problems facing destitute youth: illiteracy, drug addiction, hunger, etc.

The first athlete to be named a UNESCO Goodwill Ambassador, Pelé said he hopes to broaden his 25-year-old vocation as a role model for youth and minorities. Among his first projects with UNESCO, he hopes to boost a programme that promotes football to prevent drug abuse among Brazilian street children.

Pelé added that his mission to promote UNESCO activities in education and drug prevention is not his alone. *"Everyone can help a bit,"* he said. *"If each oneof us gives a little time, we can make the would better."*

He entered the annals of football history as *"King Pelé"* when he shot 1,282 goals in 1,364 matches. A player with the Santos of Sao Paolo and then with the New York Cosmos, he helped his country win three world championships in 1958, 1962 and 1970. Added to his list of honours was the International Peace Prize in 1978 and his nomination as *"Athlete of the Century"* in 1980.

As a Goodwill Ambassador, the Brazilian athlete joins a distinguished rostrum of personalities, including Placido Domingo, Yehudi Menuhin and Ikuo Hirayama.

Pelé ended his acceptance speech with his rare brand of delight and hope. *"I am very happy that God has given me this responsibility to work for humanity,"* he said. *"We will surely succeed because God never gives us a task which is greater than we can accomplish."*

**Constanza MONTAÑA**

● *"I hope to be able to help in the silent work that UNESCO does everywhere."* This was the wish expressed by **MONSERRAT CABALLÉ** during April 22 ceremonies at which she was named a UNESCO Goodwill Ambassador. For years, the legendary Spanish soprano has drawn attention to the world's underprivileged. She has raised funds at UNESCO-sponsored galas for children who have been victims of war, famine or nuclear disaster in Bosnia and Herzegovina, Somalia, Guatemala and Chernobyl. She has also supported AIDS research and prevention.
After praising her *"availability and generosity,"* Director-General Federico Mayor said that Ms Caballé *"has helped us. But she wanted to be even more directly committed to that great message of peace, solidarity, tolerance and sharing that UNESCO represents".*

# CULTURE AND DEVELOPMENT: A VITAL CONNECTION

***The World Commission on Culture and Development, launched by UNESCO and the UN in 1993, is now at the halfway point of its mission: its task: to seek new ways of linking culture - in its broadest sense - to a form of development that goes beyond mere economic growth. This month's Focus looks at the connection between the two: a connection that holds the key to the future according to Commission President Javier Pérez de Cuéllar (see below); a connection that is no longer moulded only by the western model (p.8), but which is taking on its own characteristics, as we are seeing, for example, in Africa (p.9), Latin America (p.10) and South East Asia (p.11); a connection also that is being severely shaken by the scientific and technological revolutions we are experiencing, among whose manifold effects are "jobless growth" (pp.12,13,14) and the emergence of "a global corporate culture" (p.15). Which way to the future? It is early days yet, but the Commission has already tossed a few ideas into the ring (p.16).***

The late French Culture Minister André Malraux once said that the world of culture *"is not one of immortality; it is one of metamorphosis"*. Far from being an obstacle to modernization, culture is the key to development. It is also the dimension that has been missing from the dominant model of development: a model based solely on economic growth and which, from all available evidence, has failed.

A few figures suffice to show why. Almost 83 percent of the world's income is today in the hands of the richest 20 percent of the population, while the poorest 20 percent of people only have 1.4 percent. Almost one third of the world's population - or 1.3 billion people - live in absolute poverty. At the same time, only a quarter of the official development assistance goes to the 10 countries containing three quarters of the world's poor. Can this ever deepening abyss be considered as the successful development of humanity?

The cards of the next century are being shuffled before our eyes. The upheavals taking place in science and technology, for example, signal unprecedented changes that will affect everybody. Economic growth without the creation of jobs, for example, is already a universal problem. According to the UNDP 1993 Human Development Report not a single country in Sub-Saharan Africa had single digit unemployment figures in 1992. In Asia, countries like India and Pakistan, which had growth rates of more than six percent a year, had official unemployment rates of 15 percent. In several western European countries, the numbers of jobs are falling despite growth and in the United Kingdom by the early 90s, almost 40 percent of jobs did not involve regular full-time wages or employment.

## GLOBAL PARTICIPATION

We are also witnessing increasingly acute intercultural conflicts along with expanding political freedoms. People everywhere are demanding greater participation in the events and processes that shape their lives. Peace and democracy are thus another global challenge linked to human development. Because it is only through democratic dialogue that can we hope to revise the notion of development, examine its links with culture and come up with new models and policies that respect and include all.

This is necessary because we know now that the gap dividing our societies, in North and South alike, cannot simply be overcome by injecting capital, infrastructure, technology or expertise. We know that solutions are needed that are not solely reliant on classical economic theory and unlimited growth - but which take people and their cultures into account, and do not endanger the environment - solutions that give the notion of development more *"soul"*. We also know that this will require a radical change in our behaviour, and soon.

Some will say that this is a pipe-dream. And yet the change in the situation of women and their role in society, which is the most important social and historical transformation of our time along with decolonization, was not on any political agenda until late into the battle. This upheaval has been, and will continue to be brought about by women themselves.

A bridge must be built between the visionary and the decision maker, between seeing and foreseeing, between creators and economists. The World Commission on Culture and Development has been set up to help construct that bridge. It has three ambitious goals: to promote new patterns of development linked with cultural policies; to promote cultural diversity; and to promote a new cultural dynamic for social change.

As American writer Ralph Waldo Emerson once said *"Hitch your wagon to a star"*. What better symbol for the task ahead?

**Javier PÉREZ DE CUÉLLAR**
**President of the World Commission on Culture and Development**

# CULTURE, DEVELOPMENT AND MODERNITY

***According to Chilian sociologist José Joaquin Brunner, while its capitalist bases appear to be the same everywhere, modernity in fact follows the cultural evolution of each region and country.***

In this century, sociologists and other members of the *intelligentsia*, inspired by Weber* more than by Marx, have maintained that economic and political development - growth and democracy - presuppose certain values, habits and behaviour, such as a secular conception of the world, instrumental rationalism, respect for individuals and their rights, social and religious tolerance, a sense of personal responsibility and collective discipline, etc. Modernity itself was defined according to the cultural conditions in the first industrialized nations. This view is rapidly changing.

In the first place, capitalism, as it becomes a universal force, is encountering cultures not ruled by the Protestant ethos. The dynamism of Japan and other South-east Asian societies indicates that development does not depend on a specific cultural base. Secondly, even in the West, the combination of market forces and democracy has had to adapt to traditions and world views, as notably in Latin America.

Thirdly, while many types of relations between economic progress and political models exist, it is impossible to attribute a decisive role to culture in their elaboration. In fact, the distribution of power - including the use of violence under certain circumstances - exerts a stronger influence on the way a country develops than does its value system or its cultural ethos.

Finally, as the situation in the former Soviet bloc appears to confirm, the crucial factor in determining the way culture and development interact, indeed the motor behind a change in values, is the market.

Patterns of modernity are rapidly shifting from production to consumption, from work and machines to communication and information management, from national integration to incorporation into international markets. During this phase, symbolic life, the distribution of knowledge and the subjective sphere exert hegemony over more concrete aspects of development. Cultural structures predominate, but, instead of being a condition, they seem to be a result of development.

Latin America illustrates this mutation in the culture - development relationship. Up until now, it was commonly felt that the cultural configuration of the continent - its Catholic-Hispanic traditions laid over a matrix of indigenous cultures and expressed through various authoritarian, bureaucratic, statist and sometimes populist patterns - prevented, or at least slowed economic growth and political progress.

Accordingly, the region had not benefited from the cultural currents Europe saw as necessary prerequisites to modernity: the Protestant Reformation, democratic political revolution and the liberal-individualist movement of ideas.

Nonetheless, Latin America did undergo modernization in the 20th century, along with dynamic, although sometimes uneven, economic growth between1950 and 1980. Furthermore, over the past decade, often called *"the lost decade"*, the region underwent radical change thanks to an opening to the outside world and fiscal adjustment, while at the same time a majority of countries consolidated democratization. In other words, the cultural context of Latin America has not impeded development and modernization.

As elsewhere, the cultural space has gradually separated itself from the State, entering a phase of industrialization, mass production of symbolic goods and a process of internationalization born of communication technologies. What does this mean from a sociological point of view?

Basically it means that, in developing countries, the cultural space has entered into a process of dynamic interaction with local and transnational markets, providing societies with a new identity matrix composed of indigenous, colonial, statist, national-populist elements fused with products of the cultural industries.

## MANY FORMS AND SHAPES

In other words, culture today takes as many forms and shapes as do economic, political and development processes. Rather than acting for or against economic growth and democracy, culture reflects contradictions and tensions, modifying, through market forces, the values, perceptions and behaviour of individuals and groups. A number of actors occupy this space, some local, others linked with external sources of knowledge and information, producing a mixture of retrograde and advanced, of tradition and invention, reality and fantasy. Thus we see the birth of *"another modernity"*, different from that of Europe and from that of North America, even while imitating some of its features.

The capitalist bases of modernity may at first appear to be the same everywhere, markets expanding without limit, and development becoming a universal movement. Yet modernity continues to follow the evolution of cultures which express the particularities of each region and country and their specific understanding of development, market insertion and the building of their own history against a background of increasing complexity.

**José Joaquin BRUNNER,**
**President, National Television Council of Chili**

* Max Weber, *The Protestant Ethic and the Spirit of Capitalism (1920 tr. 1930).*

### The World Commission on Culture and Development

The Commission is charged with preparing a World Report on Culture and Development and drawing up proposals *"both for urgent and long-term action to meet cultural needs in the context of development"*. It is completely independent, made up of eminent personalities from the four corners of the globe, including Mr Claude Ake (Nigeria); Ms Lourdes Arizpe (Mexico); Mr Yoro K. Fall (Senegal); Mr Kurt Furgler (Switzerland); Mr Celso Furtado (Brazil); Ms Niki Goulandris (Greece); Mr Mahbub ul Haq (Pakistan); Mr Ole Henrik Magga (Norway); Mr Nikita Mikhalkov (Russia); Ms Chie Nakane (Japan); Ms Leila Takla (Egypt); and Mr Elie Wiesel (United States). There are also five honorary members: H.R.H. Prince Talal Ibn Aziz Al Saud (Saudi Arabia); Ms Aung San Suu Kyi (Myanmar); Mr Claude Lévi-Strauss (France); Mr Ilya Prigogine (Belgium); and Mr Derek Walcott (Saint Lucia). Mr. Jérôme Bindé is Executive Secretary. The Commission has a budget of $5.8 million, provided by voluntary contributions.

# MULTIPLE CULTURES, PLURALIST DEVELOPMENT

***No, African tradition is not opposed to development. On the contrary it is striving to achieve it , says Senegalese historian and WCCD member Yoro K. Fall.***

The increasingly acute conflicts afflicting Africa, coupled with recent (global?) changes that the continent is generally forced to submit to, impose a new look at the link between culture and development there.

African societies have integrated a good many 'modern' ideas and practices into their daily existence, their aspirations, their vision of the world and even into their languages. This reflects both the power of the dominant models of development and the diversity of the institutions that promote them, as much as the intrinsic openess of African societies to external influences. The desire for modernity is clearly manifest at State level, within national and international organisms, citizens associations and collective institutions, and at all levels of society.

This is why the most successful development experiences are characterized by a conjunction of external prompting and internal momentum. Private, public,or family-run enterprises, the popular savings and credit systems known as "tontines", and even the more elaborate forms of industrial activity, for example, are strongly marked by cultural practices that ensure an equitable distribution of goods produced. The obligatory solidarity, community conscience and even the weight of kinship makes itself felt not only among the working classes of big cities, but also amongst the managerial sector, through recruitment procedures, the management of goods as well as human resources, in arbitration and the solutions reached to industrial disputes. Whence, even in the most successful development experiences, the persisting contradiction between the demands of competition and competitiveness, profitability or productivity that mark western societies and the traditional African tendencies of egalitarianism in the allocation of the means of production and the widespread distribution of consumer goods and profit.

Using the same logic, most African conflicts can be explained by the cultural and social repercussions of ill-conceived development; by the extreme sensitivity to the inequalities between different social levels or ethnic groups that this engenders. This further aggravated by the political manipulation of these differences. These conflicts almost always reflect as much the ravages of exclusion and marginalization as the disfunction of social relations and the breach of social equity.

THE PAST NEED NOT SPOIL THE FUTURE (Photo UNESCO/Ivor Packer)

In such a context, structural adjustment policies and cuts in social investment only accentuate the ancient cleavages as well as the new ones, and multiply frustration.It could be considered that the exacerbation of political and social struggles in Africa today is an expression of the antagonism between the constraints imposed by the inequality of economic relations and the aspiration to develop - in the broadest sense of the word.

This aspiration is part of African tradition, and is particularly intense among the new cultural and social forces - women and youth, who make up the vast majority of the population. At the same time it generates a dynamic from which no sector of the society is spared.

However, the continent is not one. The countries of black Africa are characterized by the cultural diversity, and therefore the diversity of their traditions. Social diversity, cultural diversity: these two factors are the crux of any discussion on the perspectives for the Africa of the 21st century. This at a time when African societies are confronted by the challenges of social justice, rational management of the environment and the balance that must be struck between demographic growth and production.

It would seem that now and in the future development, like culture, must be both plural and pluralist. From now on, when speaking of Africa, it would be wiser to talk of cultures and styles of development, with each society creating its own path according to its own rapport between culture and development.

This alternative approach, which treats each culture with equal dignity, both conserves and enriches human heritage by offering to all the means to participate in cultural production and to express their capacity for creation and progress.

Without doubt, we run the risk of losing the comfort and the mental habits of uniformity. But education, training, economic and cultural policies, like thought and strategies for social change, will benefit in their perspicacity, performance and pertinence.

## A second viewpoint

Development in ancient Africa came about through two contrasted visions of the world which, ... led to two different strategies. In certain cases, development and growth were seen in an essentially economic view and were pushed by opening as much as possible to the "world economies"or to the global economy ... In other cases, on the contrary, the paths chosen were inward-looking with preference being given to an economy of self-centred subsistance; practices in which the adepts of "disconnection" found a valuable precedent, if not legitimation... The great diversity of known experiences must be insisted upon to break finally with the tendency to enclose Africa in the mode of a single and frozen tradition.

**Elikia M'Bokolo, Historian,**
**Ecole Pratique des Hauts Etudes en Sciences Sociales, Paris.**

# "THE CONTINENT OF INEQUALITY"

***The exclusion of many of Latin America's peoples from the development process has proved a constant source of conflict in the region, and an obstacle to development.***

The Zapatistas came out of the rainforest in southeast Mexico, at daybreak on January 1st, rifle in hand, saying: *"We have looked inside ourselves and we saw our history ... we saw that not all had been taken away, that we had the most valuable thing, that which made us live, that which made our steps rise over plants and animals, that which lay like rock under our feet and we saw, brother, that all we had was dignity ... then our hands sought liberty and justice ... 'For all!' our hearts cried out, not only for some, not only for a few..."*

The Zapatistas uprising, although fuelled by political motives, came as a surprise only to those who think that development is achieved only through economic growth and not through culture, ethics and a sense of belonging which provides identity, dignity and shared values. Repeatedly, the Zapatistas have stated they are fighting against economic exclusion, for the recognition of Indian identities and for free elections. In fact, these demands are not new and they have been shared for many years by the civil society of Mexico and of Latin America.



## CONFLICTUAL TENSION

In the words of Fernando Calderón of the UN Economic Commission for Latin America and the Caribbean (ECLAC), the relationship between the various cultural identities and political institutions of the region is characterised by *"conflictual tension": "in concrete terms, the development of political parties is separated from people's everyday lives."*

In virtually every country of the region, he argues, political parties are constantly under fire from outspoken social movements for corruption and manipulation. *"The downfall of Brazil's former president, Fernando Collor is a most recent example."*

The other major criticism of Latin American political parties, he says, is that they are not truly representative. *"The party structures tend to be very simple while Latin American societies are very complex in their diversity,"* he points out, *"and this is one of the basic problems for the development of democracy in the region."*

Put more poetically by Cuban revolutionary José Martí a century ago, and still valid for many of Latin America's peoples today, *"the wounds that we bear are the freedoms that we lack".*

One of the most encouraging aspects of the Chiapas uprising was the near unanimous clamour in Mexican society to solve the conflict through negotiations. Mexico, after the 1910 revolution, has had a long tradition of turning conflicts into politics, which, coupled with the recent government commitment to human rights has, in effect, been shaping a culture of peace. It was this culture of peace which held firmly and stopped the threat of instability brought about by the death of Luis Donaldo Colosio, the presidential candidate, in March this year.

Turning conflicts into politics and then into fruitful cooperation and sustainable development, though, can only be done through culture and knowledge. And the world today needs this more than ever. Not because there are more conflicts today as many people think.., as many people think. Previously, local and regional conflicts had been overshadowed by the Cold War, and ethnic conflicts in countries of the South obscured as *"problems of underdevelopment"*. Today, development and political conflicts are being interpreted differently.

Says Carlos Lago, from Chile: *"We are witnessing the end of an illusion: that which said that economic growth would give rise to integrated societies, that there could be modernization of one sector while another was excluded ... We thought that education was the solution but we found that, even though all may attend school, the quality of education varies very much...If we want to end economic dualism, there must be more investment in the poor."*

## A NEED FOR CREATIVITY

Indeed, in Latin America poverty increased in the eighties, the *"lost decade of development"*, and has sadly reinforced the perception of the late Pedro Vuscovicz, a distinguished Chilean scholar, that Latin America is *"the continent of inequality"*. The way out, as Fernando Calderón has put it, is to combine productive modernisation, community belonging and individual identity.

For the World Commission on Culture and Development begins by stating that *"all individuals embody a composite of cultures and identities drawn from personal, group, national and increasingly international contacts and experiences, shaped through centuries, if not millenia, of innovation, environmental change, conquest and conflict".*

It is the new architecture of this composite of cultures and economies in a global world that we must now build in Latin America. At few times in history has there been such a need for creativity and innovation; and for us all to commit ourselves decisively to non-violence, tolerance and receptiveness to others.

The new blueprints are being discussed: a culture of peace, eco-sustainability, human rights, democracy, recognition of ethnicity, equity in gender. Out of these elements, now through culture, we must rebuild our house on Earth.

**Lourdes ARIZPE**
**Anthropologist, WCCD member, Mexico**

# THE BEST OF THE WEST ... AND THE EAST

## *Can the "East-Asian Miracle" be considered a successful marriage of culture and development?*

*"There are many roads up each mountain and many mountains up to heaven".* Social scientist Stephen Yeh likes to recall this quote from American economist Herman Kahn when he explains his views on culture and development in East and South East Asia.

This simple statement speaks volumes about Yeh's views on the subject - a subject to which this Professor of Sociology at the University of Hawaii has devoted the past 30 years, either as a scholar or consultant.

An advisor to the World Commission on Culture and Development, Yeh firmly believes that culture has had a hand in the development of Japan and the four Asian tigers - South Korea, Hong Kong, Singapore and Taiwan.

The experiences of these countries are sufficiently distinct in the cultural context, he says, that some analysts are beginning to think of them - with the possible addition of China, Malaysia, Thailand and Indonesia - as a second case of capitalistic modernity, something apart from the well-known Western model. *"A tentative conclusion is that culture can be described as having served as a trigger for economic development there"* he says, adding however, that a number of specific political and economic pre-conditions had to exist before this *"trigger"* could function.

### PRE-CONDITIONS

Yeh, who worked on low-income housing problems in South East Asia in the 1960s and 1970s says that although Japan, Taiwan, South Korea, Hong Kong and Singapore all developed in different ways at different times, they had all met the four vital preconditions that interact to affect the pace of economic growth in any country.

*"Firstly, a nation must belong to the global capitalist economy and have favorable political and economic relations with trading partners. Japan, South Korea and Taiwan all received US aid for example.*

*"Then there is the role of the state. It is well-known that government and industries work in concert in Japan to achieve success in exports. This is also true to a large extent in Korea, Taiwan and Singapore. The state's role in this regard is very important."*

The case is slightly different in Hong Kong where the government adopted a laissez-faire policy that allowed private entrepreneurship to flourish, he added.

*"The social structure of the country is the third vital factor. Countries that industrialize need a stable and growing middle-class that has savings to invest and the technical skills required for management and industry. The middle-class tends to be more innovative. Good ethnic and class relations are also important."*

*"And then there is cultural heritage. Among the cultural similarities of Japan, South Korea, Taiwan, Hong Kong and Singapore is the role of neo Confucian tradition."*

Yeh quotes work by Harvard University sociologist Ezra Vogel in this regard. Vogel identified Confucianism's preference for a meritocratic elite, or well-educated bureaucrats who have a sense of responsibility for the overall social order. This example can be seen readily in all the countries, except, once again, Hong Kong, which is a British colony.

Vogel also said Confucianism's emphasis on education as a means of improving oneself (and becoming one of the meritocratic elite) and the importance of the group of the individual were also positive cultural factors. Self-cultivation, something that includes control over emotions and quiet reflection, was also noteworthy.

To this Yeh adds work ethics, a cultural trait that includes hard work, entrepreneurship, loyalty trustworthiness, integrity and team spirit along with the extension of the traditional Confucian group-oriented outlook beyond kinship to include the nation.

Taken together, these cultural factors may form a competitive advantage in the drive for economic development. But Yeh warns the mere presence of them does not assure success.

China's population, for example, has the same cultural underpinnings. But says Yeh, the cultural factor alone had little effect on economic development there up until recently when the government opened the nation to the western capitalist system, thereby allowing the other preconditions to be met.

### SIDE-EFFECTS

There is also the question of how much a role any one of the four factors play in economic development, and in this regard, he says, much more research is required.

Finally, Yeh points out that economic development has not automatically meant social development in East and South-East Asia. Environmental degradation, excessive materialism and individualism, breakdown of law and order and the over emphasis on speed, are but a few of the most obvious negative side-effects that can pose a big threat to the integrity of a country's cultural heritage.

Therefore, Yeh concludes, each country should devise its own particular national development strategy to blend the best from the West and preserve the best of the east.

One might look to Japan for an example of this.

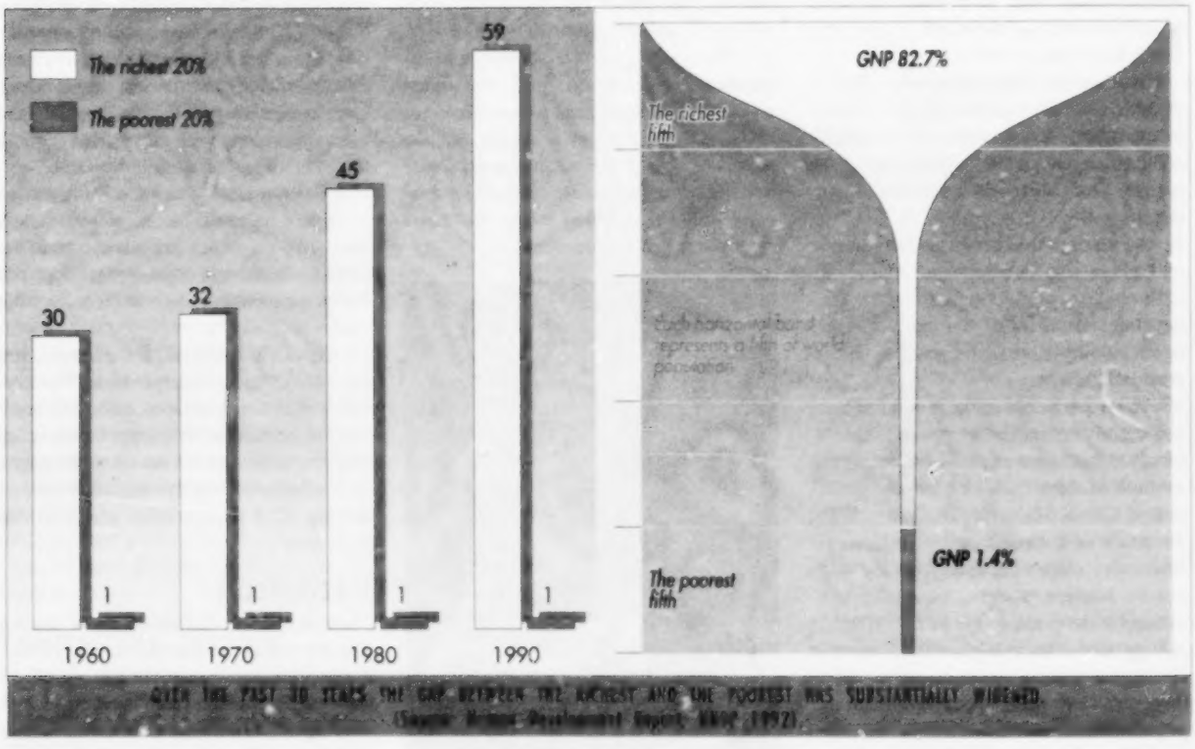
*"The Japanese have this saying"* Yeh notes. *"It goes 'Westerner by day and Japanese by night'".*

**Greg WILES**
**Honolulu**

# DESPITE GROWTH ...

***Over the past few decades GNP per capita has risen, both on a worldwide scale and in most of the regions. At the same time, inequalities have also increased - between rich countries and poor, between affluent***

## THE HAVES AND THE HAVE NOTS




OVER THE PAST 30 YEARS THE GAP BETWEEN THE RICHEST AND THE POOREST HAS SUBSTANTIALLY WIDENED.
(Source: Human Development Report, UNDP, 1992)

Imagine two categories: one would be made up of the countries in which the world's richest 20 percent of people lived, while the other would be made up of the poorest 20 percent. A look at the revenue of these two categories, calculated on the basis on average income per capita in each of the countries concerned, shows that in 1990 the richest group received 59 times more than the poorest. Despite growth of almost three percent per annum worldwide of per capita GNP over the past three decades, this is almost double the ratio of 30:1 in 1960.

In that year, the richest 20 percent already controlled 70.2 percent of global GNP. In 1990 this had climbed to 82.7 percent. In 1960 the poorest 20 percent had to get by with only 2.3 percent, which by 1990 had fallen to 1.4 percent.

This is shown on the left-hand side of the above graph. On the right-hand side, the same position is presented slightly differently. Each horizontal band represents one fifth of world population, starting with the poorest and rising to the richest. The "funnel" through the middle represents the share that each fifth has of the world's wealth.

In reality, even these figures conceal the true scale of injustice since they are based on comparisons of average per capita incomes of rich and poor *countries*, and do not take into account the wide disparities between rich and poor people in each of those countries.

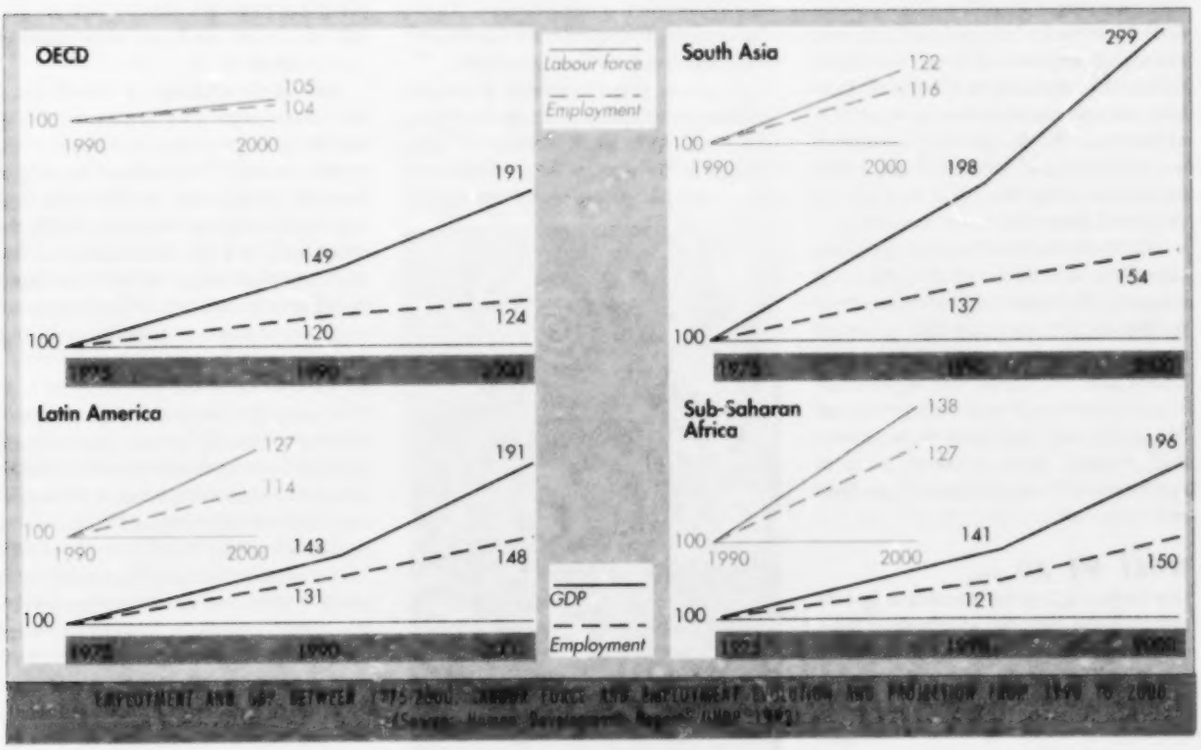
Unfortunately, this breakdown is available for only a limited number of countries, and within this group the industrialized nations are over-represented. From the data available though, the ratio between the richest and poorest people is not 59:1 but 140:1. And if data were available for the poorest countries, the inequality ratio between the richest and poorest 20 percent of the population could prove to be well over 150 to one.

Finally, the absolute differences are even more significant. The absolute difference in per capita income between the top 20 percent and the bottom 20 percent of world population, expressed in 1989 US dollars, increased between 1960 and 1989 from $1,864 to $15,149.

# ... THE DISPARITIES ARE INCREASING

***populations and those who are impoverished, and more recently, between those who have a job and the ever swelling ranks of those who don't.***

## CLIMBING UNEMPLOYMENT




The widening gap between rich and poor, both globally and within most countries, imposes a review of the model of economic development that is being applied almost everywhere.

This review has become all the more imperative with the arrival of the new phenomenon of *"jobless growth"*.

The above graphs indicate the evolution of GDP compared with employment for the four regions of the world and taking 1975 as the base year. Everywhere, without exception, the quantity of goods and services has increased faster than the number of people working to produce them. We are seeing growth with proportionally less job creation, due mainly to the scientific and technological revolution, as well as increasing labour costs which can be attributed to the growing weight of trade unions.

The second series of graphs, marked in red and using 1990 as base year, compares the evolution of the labour force and employment in the same four regions. This shows that the labour force will outstrip available jobs.

In other words, production will continue to increase ... but so will unemployment.

The only exception here is East and South-East Asia (including China, the two Koreas, the Indochinese peninsula, the Philippines and Thailand) where, between 1990 and 2000, employment will grow faster than the labour force.

In the rest of the developing world, continuing demographic growth, along with the changes mentioned previously, increasing numbers of women joining the work force and the rural exodus will mean that an extra one billion jobs will be needed by the end of the century to achieve full employment. The experts agree: mission impossible.

*Source: Human Development Report, UNDP 1992 and 1993.*
*Infography: A. Darmon*

# THE NEW GLOBAL CULTURE

***Has "homo-coca-colensis" already become a reality? In some respects yes, says Professor Sam Cole*. But, he suggests, this trend is not all bad.***

American inspired Coke and Pepsi, burgers and blue jeans, and Japanese Sony Walkman and Toyota Tercels are today found all over the world. The products and their packaging vary little and few concessions are made for local taste and tradition. Dallas, Dynasty and the Ninja Turtles have followers in the poorest villages of Thailand who are as avid as those in the ghettos of America. The demand for global products is booming, to the point almost where the price of a Big Mac might be used as a standard measure for currency values...

These are but the most obvious examples of the shift that is moving the world economy from one largely driven by a western-centric, localized style of development to one based on a global corporate culture. This means that organization of the world's production system is steadily moving from one based on businesses tied to nation states to one made up of supra-national corporations such as IBM or Toyota.



## WHAT WE DO ...

One factor making this possible is that the technological and economic scale of these corporations, taking advantage of improved conditions for transferring production capacity, finance, skill and techniques, is now outstripping the demand of even the largest of nations. With this, rising world scale corporations catering to the global market place increasingly determine the work we do, where we live, our lifestyle, and even which information should be brought to us through media and education systems. Individual indentity is being determined increasingly by worldwide fads and fashions based on transient material possessions, rather than cultural heritage. The universal commodity is becoming the basis for our new global culture.

The trend towards globally shared tastes and fashions goes hand in hand with a growing uniformity in technology. This tends to undermine the usefulness of many traditional skills, techniques and products, making it yet more difficult for many individuals and communities to enter the emerging global economy. Rather than being able to build upon their traditional know-how, peasants in developing countries are displaced from their rural occupations, only to be relegated to the marginal or informal sectors of the economy. Even in industrialized countries, relatively sophisticated and science-based skills are rendered obsolete with increasing rapidity and youth unemployment is rampant.

Moreover, global uniformity in technology and consumption (with monocultures based on a very small number of crops making up the bulk of basic foodstuffs) places specific pressures on the natural environment, so that aboriginal and historic cultures who depend for their survival on specific ecologies are steadily being eliminated, along with their wealth of knowledge. Not to mention side-effects such as rainforest destruction or possible damage from loss of the ozone layer.

While on the grand scale, the globalized economy can appear somewhat coherent, the changes are actually quite uneven across countries, and proceed in a spasmodic and sometimes unpredictable manner. Especially at the local level, where the transformation is associated with a great deal of economic, social, political and cultural turmoil. With restructuring, communities rise and fall, entire classes, cultures and even nations can be made vulnerable to technological and market "breakthroughs". The trauma associated with this process interacts with differences and inequalities in the prevailing cultural division of labour, giving rise to new conflicts, often based on race or ethnicity.

Out of these changes a new political and cultural order also seems to be emerging. With the growing globalization of the world economy, international businesses increasingly negotiate directly with local and regional agents, often by-passing the nation state and thus diminishing its role as an economic actor. On the other hand, the role of regions identified with more homogeneous cultures seems to be increasing.

## A COUNTER-FORCE

Ultimately this may act as a counter-force to the globalization process, and combine with other more positive trends evident today such as improved conditions for democracy and human rights,and better living standards in many Third World countries. These countries are also becoming more adept at technological absorption and innovation. Technology has already freed many people from interminable drudgery, and has helped to raise health and longevity. In the global arena too, increased awareness has stimulated a reversal of some environmental degration and worldwide population growth has begun to slow down.

Despite cultural tensions, some countries have demonstrated the value of approaches that combine resources specific to each culture more successfully with global economic, scientific and technological progress. Forest dwellers of the Amazon, as well as native groups in metropolitan countries, for example, are turning towards local systems of knowledge for mutual self-help, while using national legal and media systems to assert and protect their rights.

Thus, although the scope of the economic and cultural upheaval has caused unease and anxiety to increase, the future nevertheless seems open to the possibility of constructive change.

** Sam Cole is a British professor of geography and planning now at the State University of New York.*

# WORK AND CULTURE

## *"Never has a change been so heralded, analysed and measured yet so amazingly ignored"... The information revolution is already affecting all of our lives.*

For 30 years now, the planet Earth has been undergoing radical changes. Not, as is so often said, towards a *"third Industrial Revolution,"* but changes which shake the very foundations of industrial society. And changes held up as an unavoidable development model for the whole world.

*"Never has a change been so heralded, analysed and measured yet so amazingly ignored,"* says French sociologist René Passet. Why is this? The blindness comes from a kind of cultural inertia which all too many politicians, economists and *"thinkers"* in general fall into. Their hidebound attitudes or short-sightedness means they refuse to see the basis and implications of such changes.

From the beginning of time, progress has depended on using raw materials and energy more and more effectively. Since the end of the Second World War, a new basic resource - for the first time something not concrete - has developed at a dizzying rate: Information. The combination of computers, automation, telecommunications and biotechnology - what we can call the *"information sciences"* - have burst through to revolutionize production. More and more goods and services can now be turned out with less and less human input.

### 36 MILLION JOBLESS

The facts speak for themselves. In the West over the past 30 years, working hours have fallen by a third while production has more than doubled. In 1970, official unemployment in the European Common Market countries was 2.4 million. By the end of this year, an estimated 24 million people will be out of work. Throughout the OECD countries - roughly all those where the *"information society"* was born - it will be 36 million. Add in family members and you have about 100 million people living without paid work.

At the same time, partial unemployment is growing with the increase in piece work, part-time jobs, limited contracts and over-qualification for jobs. At first, unskilled jobs were worst hit. Now, with the advent of more efficient management tools, managers and white-collar workers are being pushed out of the workforce too. We can be fairly sure that the exclusion of human beings from the productive process will continue to increase. The German Trade Union Confederation predicts that in 10 years only 25 percent of workers will have secure jobs, that another 25 percent will have precarious employment and the other half of the workforce will be fully or partly employed.

Even now, if we applied the most advanced techniques there where they could be applied, another nine million jobs would be eliminated in Germany alone.

The ongoing globalisation of the economy is worsening the jobs crisis in industrialised countries by speeding up the transfer of production to places where labour is much cheaper. But the consequences of this expansion of the market economy for the Third World are just as harmful to its labour force. Even where there is real growth, the number - and often the percentage - of those shut out of the labour market and society still tends to grow. Some 800 million people in the Third World are now thought to be jobless or under employed. In China alone, 100 million are estimated to be looking for work. The latest UN Development Programme report on human development notes that: *"Over the past three decades, the growth rate for employment in developing countries has been about half that for output."*

It said this trend would continue and warned that *"We are witnessing a new and disturbing phenomenon - jobless growth".*

So "Schmidt's Theory" - that today's profits will provide tomorrow's investment which will create the day after tomorrow's jobs - is wrong. Investment goes first to increase productivity, which means reducing the size of the workforce. It is a dangerous illusion to hope that increased production will create jobs, where the factors are information technology, the market economy, money as king and globalisation.

The power of labour persists not only because work is still the almost-exclusive source of income and so of access to consumption, but also because in our culture work has a very important individual and social value. Freud stressed that *"no other form of life behaviour links an individual as strongly to social reality"*. Nothing defines an adult more accurately than his/her job. It indicates material and social status, and more than anything else, it is the means to self-fulfilment for nearly all men and for more and more women. It is seen as a constitutional principle, a universal right, a fundamental, unifying part of any community and an absolute condition for self-respect.

How then can we be surprised at the mental block which refuses to accept changes which de-sanctify and de-socialise work and which create a society where relationships and achievement depend on non-work activities? These activities will have to acquire meaning and a new culture will have to be devised before that acceptance comes.

**Jacques ROBIN, Director of the French review "Transversales Sciences Cultures"**

# FROM WORDS TO ACTION ... A FEW IDEAS

***The Commission is working on three ambitious and provocative proposals to put culture in its rightful place on the development agenda.***

A Marshall Plan for Culture and Development? Why not says the president of the World Commission on Culture and Development, Javier Pérez de Cuéllar. *"The means exist for such a plan if we reduce unproductive, and especially military, spending; if we optimize public expenditure and implement new pricing policies that take non-economic, environmental and cultural costs into account; if we allocate more resources to human and cultural development - thus to education, but also to culture; and if the industrialized countries fulfil the promise they made at the beginning of the 1980s to give 0.7 percent of gross national product for international solidarity."* At the moment only the Scandinavians have respected and even surpassed this.

This is just one of the provocative ideas under consideration by the Commission to help promote culture to its rightful place and, says Pérez de Cuéllar *"give development more of the soul"*. The proposal for a General Agreement on Culture and Development (GACD) is another. Such an agreement would have the same status as other general agreements on trade and arms limitations, and would contribute to the resolution of culture related crises and set new directions for flexible economic and cultural development based on diversity and shared values. It would be based on a charter of principles agreed to by all nations, including distinct ethnic or minority groups, sufficiently organized to possess a de facto autonomy. *"This forum"* states the draft preliminary outline of the Commission's report (the final version of which will be presented to the UN General Assembly and UNESCO's General Conference at the end of 1995) *"should address fundamental questions of human aspirations and survival... In its boldest form, this would represent the rejection of a meliorist programme on conflict abuse and containment in favour of a global consensus for a programme based on a fundamental rethinking of global social, economic and cultural goals."*

Reaching such an agreement is obviously a long-term affair requiring the involvement of all - from local to national levels. In the meantime, short-term accords such as moratoria on certain types of social and economic development, could be drawn up to forestall ethnic conflicts and culture-related abuses, suggests the draft.

## A BLUEPRINT FOR REFORM

An Agenda for culture and development, complementary to the Agenda 21 established at the 1992 Earth Summit in Rio de Janeiro is also on the programme. Such an agenda would serve as a blueprint for the reform of cultural policies and be structured around four key objectives: to provide universal access to culture; to exercise control over the future in the context of the revolution in technology, communication and cultural industries; to preserve the cultural environment, revive the heritage and guarantee ongoing cultural transmission; and to promote creation, creativity and freedom of expression.

As a complement to this agenda, the Commission could focus on a limited number of *"construction sites"* - common goals that could, with respect to local and national diversities, involve the international community. These could include the fostering of a *"fully active society"* based on integration, participation and cultural and social creativity, to replace the *"work society"* which is clearly on the demise; restoring urbanity to the world's increasingly *"inhuman"* cities so that they *"once again become the ferment of cultural life"*; renewing cultural policies at an institution level; and renewing international and regional cooperation in terms of cultural development.

The agenda could be launched at a world summit meeting like the Rio conference on environment and development, which would be held before the end of the century. Such a meeting could provide the political impetus to get the ball rolling on a national level, and help the international organizations, especially the UN and UNESCO, to play their role.

**Sue WILLIAMS**



# TO FIND OUT MORE ...

**RETHINKING DEVELOPMENT**: a 32-page illustrated brochure presenting the aims of the World Decade for Cultural Development through a showcase of projects that are being carried out under the Decade's banner. UNESCO, 1994.

**POVERTY, PROGRESS AND DEVELOPMENT**: a series of studies by distinguished authors and researchers, edited by Paul-Marc Henry. This extensive work looks at the social mechanisms of pauperization, marginalization and exclusion and highlights the potential and creative role of culture in the development process. Kegan Paul International/ UNESCO, 1991.

**TRADITION AND DEVELOPMENT IN AFRICA TODAY:** volume eight in the Introduction to African Culture series, this assembly of papers by African specialists aims to show how much Africa's cultural legacy contributes to the design and execution of development plans and projects. UNESCO, 1990.

**ISLANDS' CULTURE AND DEVELOPMENT**: a collection of papers presented at a UNESCO organized seminar on the same subject dealing with the specific development problems and needs of island countries. UNESCO/Foundation for ACP-EEC Cultural Cooperation, 1991.

**CULTURAL DEVELOPMENT AND ENVIRONMENT:** by Georges Tohmé, draws attention to the links between the environment and cultural development, agricultural and pastoral farming methods, work and technology, public health, architecture and urbanization - in brief, says the author, *"the couplings... that hold the world together..."*. UNESCO 1992.

**MODERN MANAGEMENT AND LOCAL TRADITIONS** is the title story of the April 1994 edition of the UNESCO Courier. A series of articles look at the way different cultures handle business, from Togo to Tunisia and Mexico to eastern Europe and Japan.

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# SAVING THE URBAN FACE

## *Viet Nam tries to reconcile surging economic growth with protection of its cultural heritage.*

*"We must not lose the face of the cities"* says Haong Dao Kinh, director of Viet Nam's Centre of Preservation of Architecture. Kinh's plea for controlled urban development comes at a time of unprecedented social and economic changes in the country.

*"Very strong forces are pressing Viet Nam. Young architects follow the market economy; they just want to make money"* he warns. It's a predicament faced by many countries experiencing rapid economic development. However, Viet Nam wants to avoid the errors of cities like Bangkok and Kathmandu, where uncontrolled construction has all but destroyed the traces of a once enchanting traditional facade. To this end, UNESCO and the Vietnamese government brought together some 60 foreign and Vietnamese specialists from March 29 to April 2nd to discuss the country's policies for urban development and the protection of its architectural heritage. The meeting concentrated on the modern capital, Hanoi, and the ancient imperial capital and world heritage site, Hue, which dates back before the 14th century.

### TOURIST PRESSURE

Built along the banks of the Perfume River in central Viet Nam, Hue's impressive monuments promise a bright future as a tourist destination. But how to develop the site for tourists without destroying it?

Many of Hue's monuments - built and sculpted in wood - have already been ravaged by exposure to the elements, neglect and termites. Others have been invaded by a tangle of vegetation. At the same time Hue is home to more than more than 260,000 people - more than 210,000 of whom live inside the historic citadel where population density has now reached 8,000 inhabitants per square kilometre and is still increasing.

The city's infrastructure, like Hanoi and elsewhere in Viet Nam, is inadequate to cope with the rapid growth taking place there and the new pressures of tourism. Hue has only two tourist class hotels, both of which are booked out more often than not, and neither of which has water treatment systems. The city also lacks sufficient telephone lines, electricity, modern water distribution or treatment systems, and roads are geared for non-motorised transport.

Complex urban development issues like the siting of hotels, the maintenance of historic quarters, and the establishment of building codes and regulations, and the training of multi-disciplined professionals, lie at the heart of whether Hue can reconcile the often conflicting demands of urban development with protection of its cultural heritage.

### GOING SKYWARD

The challenge is daunting. Already, in Hanoi, officials are struggling to control development in a designated historic zone of 36 streets in the French quarter, which is also the venue for the city's rapidly growing commercial activities. Population has also swelled in the quarter and its unique "tube-homes" which were once home to one family, now shelter up to eight. Residents thus want to use the new wealth generated by the country's entry into the international market to expand their commercial and living premises - invariably skyward.

Similarly in Hue *"economic growth is exerting new development pressures"* says Phan Tien Dung, vice-director of the imperial city's Monuments and Conservation Centre. *"At the same time monuments are degenerating very quickly we don't have enough money to maintain them."*

The complexity of the situation is compounded by a serious deficiency in skilled human resources. Decades of war followed by exclusion from the international community have left Viet Nam bereft of professionals able to tackle the complex web of safeguards needed to ensure balanced development.

Town planners, architects, legislation drafters and professionals with the skills needed to restore and maintain ancient buildings and monuments are few and far between. And the mechanisms to produce them lag well behind the influx of capital pushing the development machine.

According to Australian urban geographer Professor William Logan, political will is a key factor. *"Laws and regulations were approved last August to protect Hanoi's old quarter,"* he points out. *"If they are serious about preservation, the authorities are going to have to enforce these laws. The same applies to Hue."*

●

*"So that Bosnia and Herzegovina's intellectual community can communicate with the rest of the world, we must multiply occasions such as the one that unites us today. We must multiply human and cultural bridges against blockades and military extortions,"* said Director-General Federico Mayor inaugurating the exhibition **"17 ENGRAVINGS FOR PEACE: SARAJEVO 1993"** at UNESCO Headquarters on April 13.

*AMONG THE VISITORS WERE AUTHORS ABDULLAH SIDRAN AND PEDRAG MATVEJEVIC (Photo UNESCO/Michel Claude).*

**As a first step, he called on the world community to help reconstruct Sarajevo's National and University Library, destroyed in August 1992.**

▼

*"Our country, Bosnia and Herzegovina, has been at war for two years... Many people know very little of what is happening here. This is why we want to contribute to creating a true image of the situation and the conditions in our country, situated at the crossroads of millenary cultures, many positive aspects of which live on here together".* These were the words used by students at the Lycée Gimjazija II in Sarajevo who have just set up a ***UNESCO CLUB*** whose *"essential aim is to concern itself with human rights issues".*

UNESCO SOURCES

Logan notes that Viet Nam's Prime Minister Vo Van Kiet has made policy statements strongly supporting the preservation of the country's historic monuments and urban environments. But, he says, the reasons for preservation need to be made clearer to government decision makers, provincial authorities and the population at large.

The permanent secretary to the Hue-UNESCO Working group and expert advisor to the Ministry of Culture and Information, Dr. Truong Quoc Binh, acknowledges the problems. *"Some leaders don't understand the importance of cultural heritage; some provinces have even destroyed monuments for the sake of modernisation."*

Binh stresses there's no opposition to modernisation; residents can, for example, restore their homes on the inside while maintaining the building's facade. He says the government is taking measures to improve public education on the importance of heritage while stressing the economic benefits of its preservation.

Efforts are also underway in Hanoi and are being discussed in Hue to build modern residential, business and hotel areas away from densely populated historic centres. Lacking are the capital resources to put the plans into action. People also need to be reassured that they will not lose their livelihood or community if they relocate. Improved public transport and telecommunications is one of the keys he says.

Daryl Fowler of the International Council on Monuments and Sites' (ICOMOS) historic towns and villages committee suggested linking preservation to infrastructure development to attract external funding.

*"The World Bank may consider an urban rehabilitation programme but if Viet Nam's looking for external financing for preservation only, it will never arrive"* he warns.

The seminar recommended the creation of an international structure overseen by Viet Nam and UNESCO to mobilize resources and coordinate efforts to protect and restore the urban and architectural landscape of Hanoi and Hue. The participants also recommended the creation of high-level national technical committee to carry out an inventory of architectural heritage in the two cities, to elaborate a plan of action to safeguard this heritage and to launch an information programme for the population at large to ensure its participation and support.

It was also stressed that any restoration or safeguarding programme could not succeed unless it tied in with the lifestyles, hopes and aspirations of the local populations.

As Daryl Fowler pointed out, *"successful conservation is about consensus. If there's no agreement it's not going to work."*

**Margo TOWIE**
**in Hanoi and Hue**

●

"Four Little Girls," a production by the Australian company, Hunspan Theatre, is the winner of the **UNESCO PRIZE FOR THE PROMOTION OF THE ARTS**. Inspired by a Picasso painting with the same title, it was selected from among about 30 productions presented during the Ibero-American Theatre Festival in Bogota (Colombia) from March 23 to April 3.
The international Jury thus recognized *"technical perfection, high poetic and imaginative quality, as well as the exceptional work by four young actresses and marionettists."* In the form of a play of masks and characters, light and shadow, the performance presents the world of children, their impressions, emotions and fears before the future. The $20,000 prize is aimed at *"encouraging talented young people at the start of their artistic careers."*

▼

***"NON-VIOLENCE, TOLERANCE AND TELEVISION"*** was the theme of a round table held on April 1 in New Delhi (India) as part of celebrations marking the 125th anniversary of the birth of Mahatma Gandhi. *"I want cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any,"* said the prophet of non-violence and tolerance.
Professionals from U.S., British, Chinese, French, Indian and Indonesian television, brought together at the invitation of UNESCO and the Indian government, were unanimous in recognizing the harm inflicted by television violence on societies the world over.
Since it was not possible to control or supervise TV production or its transmission by direct broadcast satellite or cable, they felt the most effective solution was adherence to guidelines to be set up by the broadcasters themselves. The *Guidelines for the Portrayal of Violence on BBC Television 1993* were cited as the most advanced and most effective so far drawn up.

# ALL EYES ON THE OCEAN

## *Scientists are building a GOOS for long-term observations.*

●

Some 840 projects are underway or have been completed so far under the banner of the **WORLD DECADE FOR CULTURAL DEVELOPMENT** (1988-1997). Among these are: the Integral Study of the Silk Roads: Roads of Dialogue project; a study on *"Culture, Tourism and Development in the Arab Countries,"* others on the impact of Jesuit Missions in South America, etc.

The Fourth Session of the Intergovernmental Committee for the Decade, held at UNESCO's Paris Headquarters from April 11-15, declared itself pleased with the results so far, but stressed the need to concentrate on major interdisciplinary and intercultural projects that provided greater visibility and better understanding of the Decade's objectives.

One of the major pillars of the Decade is the World Commission on Culture and Development, to which we have devoted this month's Focus dossier (pp.6-16).

▼

Under terms of ***AGENDA 21***, an international action plan adopted at the UN Conference on Environment and Development (UNCED) held in Rio de Janerio in June 1992, UNESCO is notably responsible for coordinating activities related to *"Science for sustainable development"*.

To harmonize efforts, UNESCO organized a meeting of representatives of UN agencies and concerned NGOs at Paris Headquarters on March 24 and 25.

Among priorities laid down for inter-agency cooperation were: reinforcement of scientific capacity in developing countries, integration of national scientific activities with internationally coordinated programmes, communication aimed at various groups of users and the "translation" of scientific information for decision-makers and the public.



For such an emotional issue as the health and well-being of the world's oceans, scientists are taking a surprisingly hard-headed approach to selling their message.

Far from promoting *"warm and fuzzy"* activities *"for the good of the planet"*, they are talking *"products"*, *"self-help"* and *"national benefit"*. At least that was the tone in Melbourne, Australia, at the first meeting of the Intergovernmental Committee for the Global Ocean Observing System, otherwise known as GOOS (April 18-21).

Fifty delegates from 15 nations including the U. S., Japan and several European countries worked on an operational framework for the system - to set calendars, establish resource needs, cost-benefits...

When fully operational, GOOS will enable scientists to forecast climate change and pollution patterns, assist in the management of marine resources and coastal zones, and even predict the arrival and effects of such phenomena as "El Nino".

*"Ultimately what we want is an oceanographic service like the meteorology service. At present we are far from it,"* says GOOS Chairman, Professor Michel Glass. *"We have to sell the product in the same way the global meteorology service had to be sold 50 years ago. And every country needs to understand that it can benefit from the products that will be generated."*

This major endeavour in mega-science was initiated in March 1992 by UNESCO's Intergovernmental Oceanographic Commission (IOC), the World Meteorological Organization (WMO), the UN Environment Programme (UNEP) and the International Council of Scientific Unions (ICSU).

Many of the building blocks are already in place through programmes such as GLOSS - the Global Sea-Level Observing System (p.21) - and IGOSS - the Integrated Global Ocean Services System. With added momentum from the Rio Earth Summit, five modules have been set up under GOOS to monitor the health of the oceans, climate, living resources, coastal zones and oversee marine operational services. Data is collected from shore stations, aircraft, drifting buoys, research ships and the 7,316 vessels from 49 countries participating in the Voluntary Observing ship scheme. Last September, reports from volunteer ships received at the main meteorological analysis centres averaged 4,167 per day.

### *FILL GAPS*

GOOS is now examining how it can fill gaps in regions where ships are few and far between, like the Southern Indian Ocean and the South Atlantic.

*"We want to double our present ocean data by the end of the century, and again by 2007"* says Prof. Glass. *"Fortunately, the new generation of environmental satellites will provide much of what we need."*

Why are oceanographers just getting around to a global monitoring service when meteorology has been doing it for so many years? *"There are scientific as well as political reasons,"* says Wolfgang Scherer, Director of the GOOS Support Office. *"Ocean measurements are much more difficult. Whereas large numbers of people feel weather changes within a few days, changes in ocean behaviour may not be perceptible for a century."* Moreover,not all governments are eager to share data on fishing grounds or pollution.

Overall though, the case for a global ocean monitoring system is compelling. For the Committee the priority must now be making sure the message gets out.

**Duncan NESS**
**Melbourne**

# ANTARCTIC SEA-LEVEL STATION

## *"Next Generation" satellite transmitting system enhances GLOSS.*

The long Antarctic winter is fast blanketing the continent in darkness, sending temperatures plunging as low as -60°C.

At the remote Argentine Esperanza Base on the northern Antarctic peninsula, most of the visiting scientists and work crews who swell the summer population to around 75, have gone home, leaving barely 25 hardy souls to maintain the base.

Fortunately, the strange new contraption set on a rocky point above the base, is fully automatic, its steel, fiberglass and concrete, its antennas and tubes, comprising a Next Generation Water Level Measurement Station (NGWLMS), the latest addition to the Global Sea Level Observing System (GLOSS), coordinated by the Intergovernmental Oceanographic Commission (IOC) of UNESCO.

Developed by the U.S. National Oceanic and Atmospheric Administration (NOAA), the station was installed last year at the strategic confluence of the Atlantic and Pacific Oceans, by a team composed of personnel from NOAA and the Argentine Servicio de Hidrografia Naval.

*"All the equipment - about 6 tons - had to be hand carried to the point,"* said engineer Richard Edwing. The team built a 20-ft. long steel well to protect one of the water level sensors, and secured everything else with over 600 feet of steel conduit.

*"One of the major challenges,"* said Edwing, *"was designing a diving system for underwater installations. Using special equipment, including sophisticated dry suits and helmets, and relying on a surface supply system, the team dove 36 times, sometimes for up to four hours".*

*"There were lots of obstacles,"* he said *"especially the weather. We had to wear so many layers of protective clothing that just moving around was exhausting. But the experience was fantastic. The base personnel made us feel at home and the hundreds of thousands of penguins hustling and bustling about provided great entertainment."*

Helping reduce a large gap in the global observation network, the Esperanza Station joins about 220 tide gauges of the 308 due to comprise GLOSS when complete. Launched by IOC in 1985, GLOSS is a major component of GOOS (see page 20).

*ARGENTINE ANTARCTIC BASE ESPERANZA (Photo Servicio de Hidrografia Naval).*

At the 1st Global Conference on Small Island States (Barbados April 25-May 6), sea level change was a hot issue because for these countries prospects of a rise is ominous, and because islands have a key role to play in a global monitoring system.

*"In this long term megascience, there's so much we don't know,"* said Brad Wynn. *"But its nice contributing to finding out."*

**Betty WERTHER**

In addition to a high-tech miracle, its installation in a record six months, was a high-tech miracle in itself.

●

**USER-FRIENDLY, TOUCH-SCREEN COMPUTERS** provided how-to-vote lessons and a full rundown of election information for first-time voters in South Africa's history-making poll last month.

*(Photo UNESCO)*

Seven of the computers, equipped with a specially conceived programme, financed by UNESCO, were set up in Johannesburg, the township of East Rand and in Mmabotho, capital of the former Bophuthatswana homeland. They provided details on parties, polling locations and how to vote, in English, Zulu, Sotho and Afrikaans. The experimental programme was carried out at the request of UNESCO's Member States and the African National Congress (ANC).

▼

As one of the preparatory activities for the World Conference on Women (Beijing, China, September 1995), ***MEDIA PROFESSIONALS*** met at Headquarters on April 18 to lay plans for five regional seminars between now and the end of 1994, and an international symposium in March 1995 devoted to the promotion of women's access to the various aspects and at all levels of communication. This action plan aims at proposing to the Beijing Conference a number of recommendations and priorities for concrete action adapted to the situation in different regions.

# FROM STRENGTH TO STRENGTH

## *The champion of Southern Africa's independent media is making its voice heard throughout the region.*

Until recently, headquarters of the rather grand-sounding Media Institute of Southern Africa (MISA) comprised a desk, computer, telephone, fax and filing cabinet in the corner of newspaper editor Gwen Lister's cramped office in the Namibian capital of Windhoek. Yet, since its *"birth"* in August 1992, MISA has made its mark as an outspoken defender of press freedom and a pillar of support for the region's independent media.

MISA is a child of the 1991 conference of African media professionals in Windhoek, organized by UNESCO and the UN to discuss ways of promoting independent and pluralistic media on the continent.

Its accomplishments over the past year and a half include the MISA "Free Press" newsletter which has linked members and subscribers and kept them in touch with media development; the establishment of electronic-mail links with media freedom organizations via the International Freedom of Expression Exchange (IFEX) Clearing House in Toronto, Canada; and the organisation, with UNESCO and the German Friedrich Ebert Foundation (FEF), of workshops which trained more than 60 journalists in basic reporting, sub-editing and newsroom management. Workshops have also been held on desk-top publishing and financial planning.

### ANGOLA INVESTIGATED

Last September, over 50 publishers, broadcasters and journalists attended MISA's first annual meeting. One of the priorities identified was the need to investigate the impact that the world's bloodiest conflict was having on the media in Angola.

A team was despatched in December, and its findings published last February. During the mission's visit, Angolan State-run radio called for more stringent laws against journalists who published stories *"against national interest"*. Several Angolan free-lance journalists working for foreign media also received death threats after filing stories of alleged government corruption. However, three relatively outspoken, private publications launched around the time that MISA released its much-publicised mission report have been left alone. Furthermore, President Eduardo dos Santos took the unprecedented step of inviting a journalist from the private media to accompany him on a recent trip to meet with donors in Paris.

*(Photomontage Michel Claude).*

Tanzania was the site of another MISA campaign, launched against a proposed Media Council Act which gave government powers to decide who could work as a journalist. The act has since been shelved in the face of pressure from the international community and journalists.

Nonetheless MISA's has been an ad hoc existence perpetuated by a catch 22 situation; while donors are usually willing to sponsor projects, few are prepared to fund the secretariat needed to implement them and generate alternative income for the organization.

A recent $76,000 contribution from Denmark has provided some breathing space, and the Institute along with a full-time three-person secretariat, headed by Chief Executive Methaetsile Leepile (former Managing Editor of Botswana's Mmegi newspaper) is in the process of moving into a new office, thus allowing Gwen Lister, MISA's founding chairperson, some breathing space of her own.

**David LUSH**
**MISA, Windhoek**

●

Twenty two video programmes of innovative projects in the field of basic education are now available through **UNESCO's EDUCATION FOR ALL VIDEOBANK.**

The Videobank is a follow-up activity to the World Conference on Education for All in Thailand in 1990, and is based on the idea that new approaches to educational challenges should be made known so that others can benefit from the experience.

The videos, which range from $10 to $30 each, present projects underway in African nations, throughout Asia and Latin America, and deal among other things with rural schools, non-formal education, radio lessons, peer group learning, computer education, women and childhood disabilities.

☞ *Catalogue available from Videobank, Basic Education Division.*

▼

The 150 education officials from 21 Caribbean countries participating in a course on *"Planning Textbooks for All"* are not in one conference room, in fact, not even in the same country. They are participating in what is one of the biggest ***MULTINATIONAL DISTANCE EDUCATION COURSES*** ever mounted. Thanks to sessions conducted through the Distance Teaching Enterprise of the University of the West Indies (UWIDITE), educational planners and decision makers are able to interact with curriculum development specialists, educational publishers and distributors at all stages of textbook production.

The 13-week course is organized by the Kingston (Jamaica) based University and UNESCO's International Institute for Educational Planning.

# TRADITION AND ECOLOGY

## Scientists work with fetish priests to restore Ghana's ravaged savanna.

*"Groves...have a serene atmosphere, where trees, grasses and birds can be found .. in sharp contrast with the arid lands surrounding (them). The people believed that such areas were the work of a spiritual force and as such should be sacred and worshipped. Since such areas sustain lives."*

And so, following the traditions of their ancestors, the Dagombas people of northern Ghana have kept these groves in almost pristine condition. The lands surrounding them though are at risk of turning to desert, being ravaged by bush fires, agricultural cultivation, overgrazing, fire-wood cutting and urban and village sprawl. Scientists cannot say for sure how they were originally, or what flora and fauna they have been home to. The key to this knowledge lies in the sacred groves - those jealously guarded homes of spirits, burial grounds, or places to worship individual gods, found throughout the west African savanna. *"We may also find there a way towards the sustainable development of these regions,"* says UNESCO Programme Specialist and ecologist Thomas Schaaf. This is one of the goals of UNESCO's Cooperative Integrated Project on Savanna Ecosystems in Ghana (CIPSEG).

*THE DAGOMBAS PEOPLE BELIEVE THAT SACRED GROVES SUSTAIN LIVES, AND CANNOT THEREFORE, BE DESTROYED (Photo UNESCO/Thomas Schaaf).*

With Ghana's universities, scientific and cultural communities, and financed by Germany to the tune of $783,000, the project began in 1992 around three groves in the north of the country. *"We met with all of the villagers concerned to ensure their involvement and negotiate access,"* Schaaf explains. *"When we explained that part of the project aimed at using the groves to teach environmental protection and management, the traditional custodians - the fetish access - were happy to let us in. They saw this as a way of reinforcing their cultural values, which a growing number of young people are casting aside."*

### PLANTS FOR FOOD

The first year saw an inventory of the tree and plant species in the groves. Two hundred and twenty were counted, including plants providing treatments for 14 of the listed 18 categories of health problems listed by the International Classification of Health Problems in Primary Care. *"There are also plants that could be cultivated for food and domestic energy supplies"* says Chief Project Coordinator Dr. Boakye Amoako-Atta.

Some 150 farmers were also trained in bushfire prevention and control as well as tree planting. *"The planting programme has a two-fold purpose"* Schaaf says. *"To restore degraded savanna using indigenous species from the groves and to encourage cash crops such as mangoes, to provide villagers with extra income.*

The project works with rather than against the local cultural practices. *"And in many cases tradition marries well with science"* Schaaf says. *"For example there is a local taboo on tree planting during the day. Planting is only possible in the early morning or evening. These are also the times when moisture content is highest in the soil, which gives the young tree a better chance of survival."*

Ethnic strife in northern Ghana has restricted project activities recently, but staff are confident of a rapid return to normal. To this end, the scientific teams and the government institutions involved in CIPSEG will meet at the end of April to finalize this year's programme.

**Sue WILLIAMS**

●

Maurice Goldsmith of Great Britain, is the winner of the **SCIENTIFIC AMERICAN AWARD** 1993 "For Service to Science in the Cause of Man". The award was presented to him at UNESCO Headquarters by Director-General Federico Mayor on April 25. Director of the International

*MAURICE GOLDSMITH (R.) AND FEDERICO MAYOR (Photo UNESCO/Inez Forbes).*

Science Policy Foundation, Mr Goldsmith has devoted much of his life to the popularization of science. *"If there are still two cultures - one scientific and one humanistic,"* Mr Mayor said, *"Maurice Goldsmith has built the bridges between them"*.The $10,000 prize is given each year to a person or organization that has contributed to public understanding of or public policy on sustainable development.

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## LOOKING AHEAD

**"AID FOR THE WOMEN OF BOSNIA & HERZEGOVINA"** will be the theme of a session to be held at Headquarters on June 20 and 21. A Meeting of Experts on **INDICATORS FOR THE WORLD EDUCATION REPORT 1995** will bring together some 30 specialists at Headquarters from June 20 to 22. The 44th Conference of **INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS** in Consultative Status with UNESCO will be held at Headquarters from June 20 to 24. At the Conference, representatives of some 300 NGOs will actively participate in the preparation of UNESCO's 48 Medium-Term Plan (1996-2001). From June 21 to 23, the Executive Committee of the International Campaign for the **SAFEGUARD OF MOENJODARO** will hold its 11th session at Headquarters. From June 21 to 30, an exhibition at Headquarters will be devoted to the pre-Inca **NAZCA LINES**, a group of huge animal figures and geometric forms scratched into the soil of almost desert lands in southern Peru. Another exhibition, devoted to **THE GRAPHIC ARTS OF GREECE** will be on view, also at Headquarters from June 22 to July 1. An International Symposium on **WATER RESOURCES PLANNING IN A CHANGING WORLD** organized by the IAHR, UNESCO/IHP, and the IABS in Koblenz (Germany) from June 28 to 30. The Executive Council of the **INTERGOVERNMENTAL OCEANOGRAPHIC COMMISSION** will hold its 27th session at Headquarters from July 5 to 13. June 26 will be marked throughout the United Nations system's **INTERNATIONAL DAY AGAINST DRUG ABUSE AND ILLICIT TRAFFICKING**; July 11 as **WORLD POPULATION DAY**. The International Jury of the **UNESCO PRIZE FOR PEACE EDUCATION 1994** will meet at Headquarters from July 4 to 6. UNESCO's annual Training Course on **SOLAR ELECTRICITY FOR REMOTE AND RURAL AREAS** will be attended by about 30 specialists from developing countries at Headquarters from July 4 to 29.

**OUR NEXT ISSUE** which will coincide with the World Conference on **SPECIAL NEEDS EDUCATION** in Salamanca (Spain) from June 6 to 10, will be devoted to integration of the estimated 10 percent of children who have significant difficulty in learning at school.

SOURCES

UNESCO SOURCES

# SPECIAL NEEDS IN THE CLASSROOM

N° 59 - JUNE 1994

## IF ALL MEN...

*Francisco Delgado Santos*
*Under-Secretary for Culture*
*Ministry of Education and Culture*
*Quito (Ecuador)*

It was with interest and satisfaction that I read the special issue of UNESCO *Sources* (No. 50). Thanks to this issue devoted to UNESCO in 1994-1995, we were enabled to familiarize ourselves with the extremely useful work the Organization is doing. On every page the values of solidarity and tolerance which constitute the foundations of UNESCO, are impressed on the conscience of readers.

The opening article, *"United We Stand,"* by Federico Mayor, explains in a few short lines the universal principles which must guide the transition from a millenary culture of war to a culture of peace: intellectual and moral solidarity, tolerance, respect for liberty and dignity, common objectives, perseverance in action and non-violence.

If all men learned to coexist and share, if all of us took up the arms of knowledge and know-how, if we all marched under the banner of peace...then world unity, the dream of the *"planetary village"* would no longer be utopic.

## FROM GUIGNOL TO SEXY SUE

*Henri Massenet*
*Teacher*
*Niort (France)*

When I was a small boy, many years ago, my father took me to see *"Guignol"*. He thought he was giving me a special treat. But the truth was puppets frightened me. I was never really amused to see Guignol beating up the gendarme. Neither did I find it funny to see Guignol getting thrashed himself. It seemed to me this was making too much of an example of Guignol's violence and cheating and his inevitable punishment.

On the contrary, the puppets of Gary Friedman (*Sources* No. 57), participating in the fight against AIDS offer an example to follow and to imitate. It is true that this is not the first time that Gary friedman has devoted his talents to noble causes. His puppets promoting the cause of anti-apartheid prove that he is a man of courage.

## SAVE AT ALL COSTS?

*Ruth Miller*
*Student*
*University of California, Berkeley (USA)*

Regarding your article on the plight of the pandas (Sources No. 57), it occurs to me that, if they are so poorly adapted to their environment, perhaps it is nature's way of saying they - and perhaps many other species we seek to save at all costs - have been around long enough.

It might be nice if a few dodos were left, but imagine how your front yard would look if some well-wishing conservation organization had saved all the mammoths and the dinosaurs. And where would we ourselves be if the same type of organization had thwarted our own genes to jeans evolution, blocking mutations and preserving the multiple trial and error branches of our anthropoid ancestors? Perhaps still up in the trees?.Perhaps nowhere?.On the other hand...

***You may find some answers in our July-August dossier devoted to the whys and wherefores of Biodiversity. - ED.***

## CORRECTION

*H.D. de Bell*
*Director DERC*
*Delft (The Netherlands)*

I would like to correct an error in the April issue (No. 57). In your article on page 16, *"When the Earth Moves,"* you write that the Delft University of Technology launched the project for the production of didactic materials to reduce the risks of natural hazards.

This is an error. The project was conceived and launched by the Disaster and Emergency Reference Centre (DERC) whose Director, Mr. Krisno Nimpuno, is at the head of this project. DERC was responsible for the project from its beginnings in January 1992 through early 1993. It was only at that time that the Delft University of Technology took over its financial management.

# NEO-RACISM

*Two hundred thousand, five hundred thousand dead in Rwanda or more? The responsability of those who trained, armed and mislead the hordes of militiamen, drunk with beer and blood, is overwhelming. But can the rest of the world, and not only our leaders, turn their backs on the massacre?*

*It has a name: genocide. A crime against humanity, thus, if only morally, against each of us. International intervention is, therefore, not only urgently necessary, but legitimate. The eternal excuse: "I didn't know," is excluded, swept away by a flood of unbearably painful images flashed daily on our TV screens. Yet, so far only a handful of countries, all African and lacking the means for such a mission - have answered the UN's call for troops to intercede and stem the bloodbath.*

*Why? In light of recent precedents, the arguments of costs, risks, and distance are nothing more than excuses for further stalling. Thus there is only one explanation: there are genocides - and genocides. There are men and women whose extermination is intolerable and other men and women for whom this end is simply fate, as though it were indelibly enscribed in their habits and customs.*

*Kicked out the front door, racism is coming back through the window. Yesterday, the message was clear and brazen: the "superior" races claimed the right to dominate the "inferior" races, with the pretext, at best, of leading them towards civilization. Today, a "neo-racism" is taking form, more masked and perverse, but based on the same dichotomy. Inferiority is dead, but Vive La Difference! Others thus become quite other, removed from the value system common to all hnumanity, beginning with the right to life. In the name of respect, professed or not, for difference, the other is no longer different yet so alike in essence; this other becomes radically dissimilar. The sub-human becomes a non-human. Is there such a big difference?*

**René LEFORT**

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UNESCO SOURCES

## BOOKS

### BIOMEDICAL TECHNOLOGY AND HUMAN RIGHTS

Presenting a human approach to health rights, this book recognizes that they are imbedded in an interpersonal web of privileges and obligations understandable in particular

socio-economic and cultural contexts. Written by Dr. Eugene B. Brody, Secretary-General of the World Federation for Mental Health, it reflects his long experience as a clinician, a scholar and an international health consultant. Chapters address such issues as the impact on human rights of genetic manipulation, screening and prediction, of transactions involving body parts and human foetuses, of the expanding bio-engineering industry. Others are devoted to the impact of surrogate motherhood on the rights of women and on the rights of the child, on sustaining or ending the life of dying or comatose patients, the rights of the mentally ill. A valuable tool not only for policy makers and those concerned with human rights and biomedical ethics in general, the book is also aimed at scientists, practitioners and students of medicine, public health officers and the other health professionals, especially those whose interests cross national and cultural boundaries.

● ***Biomedical Technology and Human Rights***, *by Eugene B. Brody, UNESCO/Dartmouth 1993, 312 pp., 215 FF.*

### UTILIZING EDUCATION AND HUMAN RESOURCE SECTOR ANALYSES

Sector analyses are being initiated with increasing frequency by donors as a preliminary step to project definition and design in developing countries. Initiated externally, the relevance of sector analyses beyond project definition is not always apparent to national planners. This booklet attempts to remedy this situation by showing how the process and product of sector analyses can be used to encourage national dialogue on education policy and practice, improve the education management information system, and promote strategic planning.

● ***Utilizing Education and Human Resource Sector Analyses***, *by Frances Kemmerer, Fundamentals of Educational Planning No. 47, UNESCO/IIEP 1994, 97 pp., 50 FF.*

## REPRESENTATIVE WORKS

### YOUNG POETS OF A NEW POLAND

Poland (and the world) changed during the 1980s - and so did Polish poets. Works by 23 of them, ranging from Krystyna Lars (b.1950) to Tomasz Titkow

(b. 1969), are presented in this anthology which tracks the startlingly different directions leading from the worthy *"politically correct"* anti-Communist writing of the 1970s and early 1980s. The new, young Polish poetry is discovering endless *"singularities"* and refuses to be classified in easy political or psychological cliches, just as the Polish language has been undergoing revolutionary change in the last 10 years. The results are as spectacular as they are unexpected.

● ***Young Poets of a New Poland***, *Edited and translated by Donald Pirie, UNESCO Collection of Representative Works: European series, UNESCO/Forest Books, 1993, 254 pp., 100 FF.*

### THE OTHER SIDE

The first collection of short stories by the best-selling Dutch writer Marga Minco to appear in English. In several stories the German Occupation of Holland is relived in a series of vivid vignettes. Others evoke childhood anxieties and social embarrassment. A girl desperately attempts to save her parents from a concentration camp; a Jewish wedding takes place on the eve of the Nazi Diaspora; a neighbour betrays his wartime affiliation by whistling a telltale tune. Marga Minco's stories, like her novels portray the human predicament with masterful, subtle talent, yet with telling understatement.

● ***The Other Side***, *by Marga Minco, translated by Ruth Levitt, UNESCO Collection of Representative Works: European series, UNESCO/Peter Owen (UK) 1993, 118 pp., 140 FF.*

## PERIODICALS

### THE UNESCO COURIER

**Biotechnology: The Resourceful Gene**. Describing how modern biotechnology can help solve some of the world's most urgent problems - hunger and malnutrition, disease, energy costs, pollution, the June *Courier* traces advances through which microbes are transforming social and economic structures. Articles report on the *"magic of mushrooms,"* aquaculture, pharmaceuticals, disease-resistant plants, and fermentation processes which are offering great opportunities to the food industry. Another tells how UNESCO's network of microbial resource centres is helping free Third World farmers from dependence on costly chemical fertilizers. Also in this issue: an interview with Spanish painter Antoni Tapies.

### NATURE & RESOURCES

**Biosphere Reserves: the theory and the practice**. This special issue of *Nature & Resources* on biosphere reserves focuses on a key activity of UNESCO, developed under its Man and the Biosphere (MAB) Programme. The BR concept, a new idea - putting people first when protecting nature - at the

time of its 1974 initiation, has become the major paradigm for nature conservation today. Deriving from the IVth World Parks Congress organized by the World Conservation Union (IUCN) in Caracas, Venezuela in1992, this issue (Vol. 29, Nos 1-4, 1993) presents case studies of Biosphere Reserves in different parts of the world.

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# WORLD PRESS FREEDOM DAY: "THE FIRST CASUALTY OF WAR IS ALWAYS TRUTH."

Last year more than 75 journalists were killed on the job, 50 of them in war zones, others by extremist groups.

Four of them - three photojournalists and a television soundman - died in one particularly bloody incident last July in Somalia, where they were beaten to death by an enraged mob in the capital Mogadishu. A selection of the photographs taken by Hansi Krauss (30) of Associated Press, and Hos Maina (38) and Dan Eldon (22) of Reuters, have been put together in a special commemorative exhibition at UNESCO headquarters, which opened the celebrations, albeit on a sombre note, for this year's World Press Freedom Day on May 3rd.

*"On the day they died in Mogadishu, our four colleagues made a judgement that the importance of the story outweighed the risks to themselves. They were trying to tell us something that they believed we needed to know. But death is a dreadful price to pay for getting the news."* Horst Faas of Associated Press said at the inauguration ceremony on the evening of May 2nd. However, he added that although *"'no story is worth a life' may be a good phrase ... it seems that the opposite is the maxim of many newsmen and women reporting from the thin edge between life and death. Such a death however is always a terrible waste."*

And the waste is likely to continue said Steve Somerville from the Reuter Foundation. *"The casualties will be inevitable because the story continues - with the breakdown of old systems, the rekindling of ancient rivalries and the fuelling of new feuds with the ready availability of modern weaponry, all of which govern the world news so much today. But the fact that it will continue to happen does not make the events of last July a commonplace event."*

*"Journalism"* echoed UNESCO's Director-General Federico Mayor *"has become an increasingly dangerous profession, yet this has not deterred brave men and women from doing their part in the search for truth, the sharing of information, the building of peace and democracy... There can be no democracy without free media...There can be no free media without the means to be free."*

Mr. Mayor built upon this message the following day (May 3rd) with an appeal launched from Sarajevo, to all those involved in conflict... *"to stop and opt instead for a dialogue of peace..."* and to the international community for whom *" the time of being astonished spectators has ended"*.

The Director-General flew into the ravaged city with the Chairman of UNESCO's General Conference, Ahmed Saleh Sayyad and the Chairman of the Executive Board, Attiya Inayatullah, to meet Bosnia's leaders and work out how UNESCO could best help them rebuild their country.

He also joined representatives from the International Federation of Journalists, the International Federation of Newspaper Publishers, the European Union of Radiodiffusion and the Council of Europe for the unveiling of a plaque dedicated to the memory of the journalists who have been killed covering the conflict in ex-Yugoslavia.

Its sobering message *"the first casualty of war is always truth"* could well have served as the theme for this year's World Press Freedom Day.

The U.N. General Assembly gave its formal sanction to the UNESCO initiated resolution on World Press Freedom Day during its 1993 session. The date of May 3rd was selected to commemorate the 1991 Windhoek Declaration. This statement delivered at the conclusion of a media seminar in the Namibian capital, organized by UNESCO and the U.N., declared that an independent, pluralistic and free press was essential for democracy.

**Sue WILLIAMS**

● ***"SOUTH AFRICANS** have elected to place in your hands their common identity and their common future. This is a tribute to your exceptional qualities of courage, wisdom, fortitude and tolerance. It is also a tribute to over 50 years of unrelenting struggle waged by you and your colleagues against indignity and injustice."* In the name of 182 Member States, the President of the General Conference, Ahmed Saleh Sayyad, the Chairperson of the Executive Board, Attiya Inayatullah, and Director-General Federico Mayor, addressed this message of congratulations to President Nelson Mandela on May 3. They also invited South Africa to return to membership in the Organization, and assured the new President of UNESCO's full support for the task of national reconstruction.

# SPECIAL NEEDS IN THE CLASSROOM

***The "World Conference on Special Needs Education: Access and Quality," organized by the Spanish Government and UNESCO, is being held in Salamanca (Spain) from June 7 to 10. Its aim: to provide more adequate responses to the needs of the children - one in 10 - who suffer from learning difficulties and not only because of mental, physical or sensorial deficiencies, by integrating them with the "ordinary" school. Using examples in different countries, our dossier points out that this integration requires increased efforts on the part of teachers - often more accustomed to talking than to listening (p. 10), of the community, above all when the handicap is seen as a curse (p 11), and especially since children who have no margin for progress are extremely rare (p.14). Still, the difficulties involved- with schools, to achieve integration (p. 15), and even with parents whose child is not the one they longed for (p.16), are great... Unless you're lucky enough to fall on Brother Andrew who can work miracles (p.9).***

National education systems fail millions of children. They do this either by not adequately providing for them or by excluding them from school entirely. According to conservative estimates at least 10 per cent of all pupils have significant difficulties in learning at primary school level. That makes between 100 and 200 million, 80 per cent of them in developing countries. Fewer than two per cent are given special attention of any kind.

The idea of the child with special needs broadens the field of education beyond the traditional limits of those designed for the disabled. In fact the words *"handicapped"* and even *"disabled"* are on their way out. In New Zealand, Norway and the United Kingdom, for example, education legislation no longer includes these categories.

*"Today, when we talk about special education, we aren't just referring to physical and mental disability, but to a broad spectrum of learning disabilities and needs gone unnoticed in mainstream schools among a hidden population of children,"* says Lena Saleh, head of UNESCO's programme for special education.

A child's education is affected either by factors that are innate such as physical disability or brain damage, by the socio-economic or political context in which the child finds itself (poverty, war) or by the nature of the school itself, through poor teaching methods, programmes that are too demanding, overly-strict marking systems or excessive stigma attached to failure.

Teachers are trained to get results. So in overcrowded classrooms, they tend to encourage the best pupils and neglect those who need a lot more attention. How can we make sure that children with learning problems actually get the attention they need? If a country boasts that all its citizens have equal rights, it should see to it so that everyone has access to education. Statistics show that this does not happen, especially in the case of children with special needs who, being *"unequal"* citizens in a sense, should get *"unequal"* treatment. This is the only way to guarantee their chances to progress.

## TOLERANCE AND SOLIDARITY

The challenge today is to adapt ordinary schools for special needs. Badly handicapped children obviously need educational attention either within their families or in day-care centres. Such centres are indispensable, for one should bear in mind the daily reality of those who, too deeply affected, can in no way be integrated in regular schools. But wherever children with special needs, handicapped or otherwise, can be put into ordinary classes, everyone gains through emulation, friendship,getting to know each other, tolerance and solidarity.

As Lena Saleh points out: *"the position of UNESCO is to favourize in every possible way the opening of schools to children in difficulty, for they need contact with odinary children and the model they provide. In any case, in developing countries, there is no other solution, because special schools are rare And then, integration is always positive. In Africa, two blind children in a class of 40 learn far more than if they stayed at home or in the street. We must insist on the influence of the peer group."*

There are several ways of fitting such children into an ordinary school, although the transition is rarely easy.

In Italy, all state-run special schools were abolished in 1977. This caused a lot of problems because teachers were not prepared.

Under a new policy in France, one or two handicapped children are put in a normal class and their teachers can call in special educators. The difficulty here lies in the fact that some teachers dislike being watched and judged in class by a colleague they do not know and who is considered more competent than they.

In Holland, on the other hand, the drive towards integration into ordinary schools has been led by parents of handicapped children who have been figl:ting since 1986 and are know starting to see good results.

Successful integration must be carefully planned, with both families and school prepared. This means teachers, children and parents.

Programmes must be freed from all traditional rigidity, a list must be made of needs, of how premises will have to be adapted and any transport that may be required. There must be good links with doctors or primary health care centres.

Families either neglect the *"different"* child or else tend to over-protect it. Parents may fear that teachers will not give the child enough attention or else that other children will taunt or bully it.

Sometimes the parents of the other children have doubts. Some wonder if the abnormalities are catching or worry that the class level will be dragged down and that the more gifted will be neglected for the benefit of the slow learners.

*"But new research shows just the contrary"* Saleh insists. *"that by catering to diversity, teachers and schools become so versatile and creative in the pedagogical approaches that it actually enriches the quality of education for everybody."*

Even so, how can buildings be adapted for wheelchairs? How can we best look after children who cannot walk or find their own way about? How can teachers, terrified by possible accidents or deeply upset at the sight of abnormalities, be won over?

Then there are the teachers who feel awkward working with such children. *"It's like teaching about sex,"* says Jean-Pierre Massat, head of a medico-educational institute near Paris. *"Only those at ease with themselves can handle it. Disabilities touch everyone, sometimes recalling past sufferings, and can provoke either rejection or mothering"*.

Here again, we must listen to the children themselves. Thus, an African child, noticing the confusion of his teacher, exclaimed *"Don't panic!"*

Mel Ainscow, of the Cambridge Institute of Education in the United Kingdom, who supervised production of the UNESCO material to encourage teachers and parents to come up with new ideas in the field, thinks such integration may upset the organisation, programmes and assessments of standard school systems and so disturb traditional teacher roles. But this can also be positive, leading teachers to reflect more on what and how they teach, and to work more closely together to cope with pupils' diversity.

If, however, the child and its parents deny its difference, a determined battle to get the child at all costs into a normal school with no special staff can exhaust the child and lead to spectacular failure. Each child should also be treated not just as a pupil but as a member of a family and of a society in which it must find its place. *"Integration seeks to give disabled children the specially-adapted education they need in ordinary schools rather in special ones, as far as the ability and motivation of the child and its parents allow"* says a French education ministry document.

And there is a gulf too between countries of North and South. In nations at war or those ravaged by poverty or famine, schools cannot provide for the even most basic needs of children.

In the South, the teacher stands before a class of 100 hungry children under a burning tin roof, with just a blackboard and no other teaching materials except perhaps a few primers and exercise books. In the North, there are high-frequency hearing-aids for the deaf, wheelchairs, pocket calculators, electric typewriters and computers. For the special teachers, there are supporting teams of speech therapists, physiotherapists, psychologists and social workers - all of them paid for by a range of public or private bodies.

Neither should cultural differences be forgotten. Dr Brian O'Toole, community-based rehabilitation programme Director in Georgetown, Guyana, notes that nearly all handicapped people live *"in absolute poverty, without any dignity, and are victims of the belief that they are possessed by evil spirits or are living proof of divine punishment"*.

## CURSE OR DIVINE WRATH

A report from Cambodia, which has no special schools, speaks of the shame of parents at their handicapped children, whom they try to hide.

In Benin, writes Constance Facia, a Cotonou social worker, *"handicapped children have long been considered bearers of a curse or recipients of divine wrath at the misdeeds of their parents. In some regions, they are killed at birth or kept well hidden at home. But others are treated as gods by their families, unknown to outsiders."*

Turning talk into action is very hard. Policies, laws, school programmes must be adapted and funding provided. While great strides in reforming school so that they meet the particular needs of pupils with learning difficulties have been made in some countries, others have barely begun to recognize these needs.

Paradoxically, this diversity of provision offers hope for the future. Those countries making great advances show what can be achieved and their experience can serve as a model for others, particularly by indicating the pitfalls to avoid.

The process is underway, and the World Conference will provide a vibrant forum for all those involved in schooling in both North and South who are eager to learn how to deal with their differences in the interest of special children.

**France BEQUETTE**

## UNESCO AND CHILDREN WITH SPECIAL NEEDS

Special education became a significant part of UNESCO's work in 1966, but especially from 1981, which was the International Year of Disabled Persons. UNESCO has since been able, with very little funds, to use its links with other UN bodies, national development agencies and non-governmental organisations.

It gathers and disseminates information, produces training materials in several languages and provides technical aid, especially for poor countries. Five regional seminars were held in 1992-93 in Botswana, Venezuela, Austria, Jordan and China. The main topics were: setting up schools to receive all children, joint administration of ordinary and special education, equipping schools for special education, adapting programmes and teaching methods, general training of teachers and how they should work with specialist teachers, and setting up pilot schools taking in all children, with detailed evaluation of the results.

The UNESCO project "Special Needs in the Classroom" is an instruction kit with lists of suggested activities and manuals and videos for training teachers in various parts of the world. These teachers, working in ordinary schools, can use it to find ways to adapt themselves to different pupils and to re-examine their own methods. The equipment has been thoroughly tested in local conditions and adjusted to ensure that it works in countries of both North and South.

*Portrait*

# A WORLD OF SILENCE ... AND CREATIVITY

**Dutch born Brother Andrew has devoted his life to the deaf in Jordan - helping them "to make rather than mend".**

There is a world of silence, a world where ability is impaired; but the inhabitants of this world are only handicapped if society denies them the right to development and the right to adapt.

Brother Andrew, Director of the Holy Land Institute for the Deaf, has understood this. The 44-year-old Dutch priest has devoted the past 17 years to the integration of the deaf into Jordanian society.

*"People are realizing more and more that there are no limits to the capacities of deaf people,"* says Brother Andrew. *"At the same time, there is greater self-respect among the deaf themselves, who form a community which has it own culture and language, the language of signs."*

On a hillside at Salt, 30 kilometres from Amman, Brother Andrew is in charge of a school where 140 deaf pupils aged between three and 18 not only learn to express themselves but also learn a trade that will give them a place in the community. The boys learn carpentry, automobile engineering and metalwork; the girls, embroidery, needlework, weaving and ceramics.

Nothing in this tall and gentle man's past suggested that he would find himself where he is today. With a degree in civil engineering, he wanted *"more that just a job in public works - something really worthwhile"*, he says.

## PUTTING THINGS RIGHT

In 1972, a Dutch friend, Father Andeweg, invited him to fly out to Lebanon, where he was running a "club house" for the deaf at Louaizi. Fascinated by sign language, Brother Andrew realized that he had found his vocation. After that, things happened quickly. He trained as a teacher of the deaf, attended different courses here and there, and began a doctorate on the education of the deaf, which he has yet to complete. *"That's for my retirement"*, he says.

It was also during his visit to Lebanon that he decided to enter the priesthood, choosing the "Holy Cross" congregation of the Anglican Church and studying theology for that purpose. *"It was then that I realized that I would not be returning to Europe for a long time. I knew that in Europe, whether as a teacher or an engineer, my job would have been to put things right; in the developing world, we are making things. And I prefer making to mending."*

In 1977, he arrived in Jordan to replace his friend, Father Andeweg, who had also set up the school for the deaf at Salt. The school also runs teacher-training courses, with candidates applying from the West Bank and Gaza, Syria, Egypt and Yemen, and from as far away as Nigeria and Afghanistan. The school has a workshop producing hearing-aids as well, but it only just manages to meet the large number of orders it receives, especially from public institutions.

The biggest obstacle Brother Andrew has encountered is *"Ignorance, among professionals and parents alike, about what the deaf can do."*

*For example, in the West, there exists what is called a 'cochlear implant' for the deaf, which costs the equivalent of 25,000 Jordanian dinars. We cannot even consider that here. For what we would have to pay for just one cochlear implant, we can obtain 250 hearing aids. My colleague from Kenya is even less fortunate. When we meet, he says that his pupils don't even have shoes, let alone hearing aids."*

Has he any regrets? *"No"*, he replies at once. The relatives he left behind in Holland have been understanding, and he tries to see them once a year. *"My family is here, now"*, he says, gesturing towards his pupils. *"I'd like to find words to express what I feel, but I find I can do that better in sign language"*, he says with a smile.

Money has always been a problem too, he explains. *"But every year something turns up and we manage to make ends meet. Twenty-five percent of the school's income comes from the sale of objects produced by the students. The remainder from donations and the hand of Providence."*

Together with colleagues from 20 countries, including India, the United Kingdom, Ethiopia and Ghana, he has set up a group called "Initiative for Deaf Education in Developing Countries", consisting of professionals, teachers, deaf persons, parents and administrators who set out to exchange information and resources.

*"We realized that the conferences organized by the western countries were of little use to us because we live in a totally different world. The problems of the wealthy countries are quite unlike our own.*

Passionate about languages, he can communicate with ease in Dutch, French, German, English, Arabic and - of course - sign language. He has studied Latin and Greek and a little Spanish, and has discovered that *"with Arabic, Latin and Italian you can speak Maltese; with Arabic and a little common sense, you can understand Swahili and Tigranian*"*.

What about relaxation? Reading, but there is all too little time for that. And music, which he has had to give up, because *"you can't play or listen to music when you live with the deaf. It is as if you are saying to them 'you are deaf, but I can hear'. And that sets you apart."*

**Randa HABIB (Amman)**

** One of the languages spoken in Ethiopia.*

# WHEN TEACHERS LEARN TO LISTEN

***In India, UNESCO's Resource Pack is helping teachers - along with children and their parents - apply new methods in the classroom.***

For Uma Tomar, Principal of Navyug School in New Delhi, persuading her colleagues to read and use UNESCO's Teacher Education Resource Pack on Special Learning Needs in the Classroom was not as easy as she had thought. Doubts would be expressed, a little hesitation here and there. But with a bit of coaxing, a hint of assertiveness and complete conviction of the worth and utility of the Pack, Ms Tomar achieved the unheard-of: for 18 months, teachers trained themselves on the units and the modules UNESCO presented.

*"I am so proud,"* she says. *"Nowhere will you get a government teacher brainstorming, discussing, analysing modules and methods used in class the previous day. For our discussions we made charts which were worth a full-scale exhibition."*

She was apprehensive about the first trials; implementing some of the ideas in the modules was time-consuming; the pace of teaching was slowing down, the syllabus was not getting covered. At the same time, however, the children were getting acquainted with the method - peer tutoring, group learning, self-evaluation. *"Like teachers, they, too, need to be trained to work and live and be with those who need special attention."*

## LISTEN AND SHARE

For teachers, the major gain is the newfound ability to listen and to share. *"Teachers, as you know,"* laughs Ms Tomar, *"have a tendency not to listen but to speak, to direct! That is ingrained in them. But now they are learning to listen to students."*

Not too many students with physical or mental disabilities attend Navyug school. But there are plenty of emotionally disturbed children. And since this special school brings together a most heterogeneous community (children from the slums as well as those of senior government officials) the reasons for the disturbance are also extremely varied. *"But we have adopted the module, made it flexible and I certainly believe that the children are benefitting. Our results prove that overall students have performed better in the last one year."*

It was in 1988 that UNESCO began working on the Resource Pack: two years later, it was field tested and found useful, especially since it included many hands on activities.

*"But attitudinal changes have to be brought about,"* says Prof. N. K. Jangira, Head of the Department of Teacher Education and Special Education at the National Council of Educational Research and Training who has been involved in both the conception and the making of the Pack. *"At any given time, nearly 20% of children have learning problems. These are not limited to physical or intellectual impairment. It could be that students belong to a minority community or to socially or culturally deprived backgrounds."* (They could also be nomadic or travellers' children). In all such cases, he says, the teaching methodology is the same but the curriculum is made flexible.

In India, an exposure to children's special needs is not only a part of the teacher's degree course, it is as much an integral part of the National Policy on Education as of the District Primary Education Programme; awareness has been made a component of in-service training.

For all that, Jangira believes that accepting special needs children in the mainstream comes more easily in the countryside where, traditionally, the teacher performs many roles.

In Mizoram where Mr Jangira taught, *"there was no special school but no disabled child who was not in school either."* In urban areas, on the other hand, parents may wonder if their *"normal"* children will be affected.

But one of the cardinal points of the Resource Pack is the community and parent contact programme to make people understand the need for this kind of constant contact.

*"After all,"* adds Mr Jangira, *"only 2% are severely impaired. 95-96% children can benefit enormously from this scheme."*

Notwithstanding the sincere efforts of planners and headmasters and mistresses of certain schools, it is sadly true that only a small proportion of special needs children are receiving the attention they need.

According to a UNESCO survey done in 1986-87 it was as low as 1% in Asia. It is likely that a majority is either not attending school or not receiving an appropriate education.

The philosophy of an inclusive school, the kind Ms Tomar has been actively building up, has yet to take root.

Ms Tomar relied on her own initiative and her colleagues cooperation to create an environment. That, together with an early integration of children was, in her view, indispensable for the success of the programme.

For its part, the department of education has formulated the right policy in this direction. It now remains for society to turn the letter of the law into a spirit of action.

**Latika PADGAONKAR**
**New Delhi**

# ALL FOR ONE ...

***In Ghana, community and family involvement are seen as keys to caring for the disabled and ensuring their place in society.***

Margaret Adzo Tormekpe has been learning how to weave cane chairs for the past 14 months at the Somanya Rehabilitation Centre, 70 kilometres north of the Ghanaian capital, Accra. At the end of her two-year training, the 20-year-old blind woman hopes to earn a living from her vocation and is excited about it.

However, Tormekpe is one of only a handful who have managed to find a place in the West African country's nine rehabilitation centres. Indeed, the cold statistics are that less than two per cent of about 1.4 million disabled persons have benefitted from these rehabilitation centres and special schools.

To officials of the department of Social Welfare, this system of training the disabled is a woeful failure. It is ineffective, expensive, time-consuming, urban-based, of poor quality, alienates the handicapped, serves only a fraction of the needy and does not prepare them for employment in adult life.

Now, under a new system which took off on a modest scale in 1992, thanks to UNDP, UNESCO, WHO, the Norwegian Association of the Disabled (NAD) and the Swedish Organisation of the Handicapped International Aid Foundation, the rehabilitation of the disabled is beginning to have a human touch. The strategy? - actively involve the family and the community.

## SENSITIZING

In Ghana where disability is seen as a curse or bad luck, where families see care for the disabled as additional burden and where economic difficulties have drastically reduced the purchasing power of the people, the disabled are relegated to the background, if ever attention is paid to them at all. The country has clearly yet to accept the disabled. All public places, facilities and even homes, are constructed without the disabled in mind.

The Community Based Rehabilitation Programme (CBRP) therefore seeks to "sensitize" the family and community to accept the disabled and encourage them to play an active rôle in the community. Resources will be mobilised locally to help the handicapped *"attend school, learn skills and participate productively in family and community life"*. After all, says Larry Bissaba, an official of the Department of Social Welfare, about 80 percent of what is needed to rehabilitate the disabled is in the community - love, affection, acceptability, understanding, teachers, master tradesmen and materials.

The programme thus establishes links between education, health, community development and social welfare workers at the district level, to effectively and efficiently meet the needs of the disabled.

In the 10 districts of five regions where 88 communities have began implementing the programme, there are two peripatetic teachers in each district who will train local teachers where the disabled need special attention, such as braille and sign language instruction. The programme will expand in three other regions in the next three months.

Communities have begun integrating the disabled into the societies. A village in the Akatsi district of the Volta Region where children walked about six kilometres to school in another village have now built a school where the handicapped can also learn.

Nearly all the existing rehabilitation centres would be closed when the programme is in full gear. Those remaining would only meet special needs and serve as resource centres. The government would then ensure that highly qualified people are available to teach the disabled and provide appropriate technology for the local people to build items like crutches, callipers and wheelchairs.

## AMBITIOUS TARGETS

The programme also aims to help communities to increase their income so as to increase care for the disabled and stop them from becoming beggars.

That may sound an ambitious target. But it is not impossible. Gier Jenssen, of the Norwegian Association of the Disabled and CBRP adviser, feels very strongly about the potentials of the disabled - *"All people are capable of participating and contributing if you give them the opportunity. It's a question of attitude."*

This, however, is one of the biggest tasks of the programme as entrenched beliefs, superstitions and prejudices are hard to change in the Ghanaian society. *"We have made some modest achievements. But changing attitudes takes a lot of time,"* said Jenssen. *"A lot of people who have received training can work well in their communities. But we have a long way to go."*

Bissaba agrees with Jenssen but is apprehensive about sustaining the programme. To make it work in the long run, the public must embrace it wholeheartedly. The technocrats must also monitor it closely and effect necessary changes. Lack of effective collaboration between the various departments is a major headache. Some departments, such as health, have been shuffling their feet and need to become more active. Although the government has shown concern, the *"political will"* has been lacking.

The slogan of the programme is *"I will. I can"*. At the end of it Jenssen hopes that the disabled would proudly say *"I have done it."* But how soon is anybody's guess.

Jenssen sees the concept as *"the only solution if we are going to improve conditions of people with disability"*. One cannot agree more, but the people are a vital key to its success.

**Mawusi AFELE**
**Accra**

# LEARNING THROUGH PLAY

***Even damaged, a child's brain retains great capacities which can and must be developed. To teach the motor disabled to move, the Petö András Institute for Conductive Education of the Motor Disabled & Conductors College in Budapest (Hungary) centres all of its exercises on play.***

***Founded in 1945, the Institute each year hosts about 460 young Hungarians age 3 to 14 who follow the national curriculum, 180 children from other countries, and some 1,000 children and adults who participate in individual sessions.***

# A SPIRIT OF SOLIDARITY

## *Getting handicapped children into the mainstream education system is the goal of an ambitious project underway in Peru.*

Pamela, who is four years old, and Ricardo, six, suffer from slight mental retardation. Milagros, aged five, has subnormal vision. they are from humble backgrounds and their families have had a hard time trying to educate their children. They are among the 54 youngsters from the Miraflores school in Lima taking part in a new but difficult programme to integrate disabled children into standard education in Peru. In the space of just a few weeks, since the school year began in early April, these children have begun to feel that their personal limitations are not a lasting hindrance to learning. *"The children are responding"*, says Adela Montoya, an infants teacher specially trained for the project.

The children's parents seem pleased to have a new opportunity that does not entail discrimination or, above all, the need to pay for very expensive special education, adds Nancy Gambini, director of the Miraflores Initial Education Centre (CEI) No. 6 in Lima, one of the schools selected for the project.

The "Integration of Disabled Children into Standard Schooling" progamme, is run from the Ministry of Education by psychologist Mary Galvez Escudero. They have a plan approved by the Ministry, funding from the Danish aid agency DANIDA, and the experience of similar programmes in Spain and elsewhere to guide them.

The idea, explains Mary Galvez, is that there is no such thing as an ineducable child. We must make the most we can of a child's potential rather than focus on its limitations, she argues.

### RESPECTING DIFFERENCES

Segregation has been done away with because it has not worked, she says. Either the children are overprotected by their parents, which leads to social maladjustment, or the special school gives them the idea of a society that will not treat them so kindly.

Educational integration, on the other hand, respects the individual differences of each child and faces up to the fact that special education is thin on the ground. For there are about 367,000 disabled children in Peru, of whom less than three percent attend special education centres.

The new programme has not been easy to apply. For a year those in charge had to prepare educational material, run workshops and give training to an initial intake of 237 teachers. Of these 47 have been picked for as many classes in different educational centres in Lima and another four cities in the interior of the country.

That modest beginning, however, has far outweighed expectations. Fewer teachers were expected to come forward, since they had to give up time and resources for a year, including two months of their holidays, to get into the spirit of this new approach. State teachers are badly paid (around $120 a month on average) and about the only attraction of the project for them is the fact that the maximum size of the integrated classes has been reduced from 40 to 25 pupils and that the training will improve their career prospects.

The term disabled is used technically to describe persons with mental limitations or physical deficiencies. The programme covers borderline cases, children with slight mental retardation, auditive and visual deficiencies. *"We hope later to include those suffering from cerebral paralysis and autism,"* says Galvez.

The Miraflores Initial Education Centre (CEI) No. 6 expects to admit two handicapped children per class. The teachers are enthusiastic about the project. They know that they are involved in an effort that will need to surmount the obstacles not just of bureaucracy but of authorities and intellecutals dragging their feet. Some of the project's success is due to the fact that the teacher has guidance at all times, and support. The other key factor is that the families are really committed to sustaining educational development from the home.

Nevertheless, despite the dedication of those taking part in the integration programme, there are problems. According to some educators, the effort made with the children in the first grades, who learn to read, write and add, is undermined later by the abstruse and ill-adapted reading materials and concepts that the system still has not managed to eliminate.

Neither is it easy to say who are the disabled in a nation where 36 percent of under-fives suffer from chronic malnutrition. It can safely be assumed that the State schools have a sizable proportion of latently handicapped youngsters, meaning those lacking nourishment of both body and mind, for whom a sensitive integration could make the difference between dropping out and persevering in a learning process that will provide the gateway to a better future.

This is perhaps the true significance of the programme that is now starting up: thousands of Pamelas and Ricardos will be able to form their first letters in security and with the feeling that, beginning with their own homes and teachers, society is moving a shade closer to them.

**Carlos OVIEDO V.**
**Lima, Peru**

# CHANGING ATTITUDES: A SUCCESS STORY

***A group of determined parents and teachers in the Netherlands has argued the case for integration and won.***

In 1985, only four Down's syndrome children attended regular schools in the Netherlands. Today there are more than 250, ranging in age from four to 15, spread throughout 230 schools.

This is a remarkable development for a country that has one of the world's most segregated education systems. Holland has at least 16 types of "special school", ranging from schools for the deaf and the blind to schools for children with speech and behavioural problems and other learning difficulties. Over the decades more and more children have been classed as "different" - different from "normal" children and "different" from other special children. Despite the progress of recent years, an astounding seven percent of all Dutch pupils still attended special schools of one kind or another in 1992.

If the situation is changing it is due in part to the efforts of Trijntje de Wit-Gosker, a former remedial teacher and mother of a Down's Syndrome daughter. Ms de Wit was determined from the outset that Karlien, now 14, would receive as normal an education as possible and in 1986, together with other parents and teachers, established the Association for the Integration of Children with Down's Syndrome (VIM) to argue her case.

The prejudices against the integration of mongoloid children in primary education were difficult to break down. *"Common ideas were that these children couldn't do anything at all, or that they would only be happy when they were in a group together."*

Sometimes the resistance came from parents of "normal" children. *"The principal of a rather posh primary school decided to admit mongoloid children. Some of the parents threatened to withdraw their youngsters, but the principal stood firm."* The Dutch authorities did not prove strong allies either, clinging to the ideas of the past and being more concerned about *"maintaining the status quo"*.

And yet, argues Trijntje de Wit, experience has shown that the integration of Down's syndrome children has a positive effect on the social climate of regular schools. *"The atmosphere in a heterogeneous group is often warmer if a disabled child belongs to such a group. The children, who have to take care of this child, become more conscious of standards and values of life. They develop a sense of responsibility and think more about human life and how to live together in the same community."*

Integration of disabled children is also good for the pedagogical climate. *"Teachers must think about what and how they teach. That can work out very positively for other children with education problems."*

However, de Wit is confident that *"the battle for integration in our country has now been won. This is not the case in the USA for example, where parents still have to go to court to get regular schools to accept their mongoloid children"* she says. *"But in Holland, parents, teachers and education authorities alike are beginning to ask themselves why we send so many children to special schools."*

Now a teacher trainer at the Seminarium voor Orthopedagogiek, a national institute for teacher training in special education, Trijntje de Wit believes one of the keys to successful integration is a strong partnership between parents and teacher. *"Who better can know the feelings and wishes of a child if not its parents? And they need information about the child's disability, his or her family life and the future. The teacher can also ask the parents to give support in practical problems, like teaching the child to go to the toilet, or dealing with communication problems in the class."*

## A NEGOTIATED PARTNERSHIP

Filling this role is often difficult she admits. Ms de Wit suggests that parents negotiate their partnership, that they work out how much information they want to exchange and that they be as frank as possible in their discussions.

She urges parents who want to try to send their children to a "normal" primary school *"to be quite outspoken in their approach". "They have to walk in and clearly explain why they support this integrated system for their mongoloid child. They must offer their child as someone special, who could be of benefit to the whole school. But they should also allow the school time to consider the matter. After all most parents also needed some time to cope with the situation after first hearing that their child was mongoloid.*

*"In the Netherlands we have found out how important it is for parents and teachers to work together - to even follow the same courses for example on reading methods for children with Down's syndrome or the like. Of course not all parents want to be involved in the learning methods of the school to this point. But that's okay. The family must also have the possibility to live as naturally as possible."*

**Nees WESTERHOUT**
**Zwolle**

# MOURNING THE PERFECT CHILD

## *Coming to terms with a disability is hard for both parents and child ... but there are also lots of rewards.*

"*Tell me, does my son think?*" a father asked the headmistress of a Paris school with classes that include physically handicapped and deaf children. The child, Christophe - aged four, deaf and finishing his first year - was "*very bright*", replied the head, Patricia. How could the father, an intelligent man, ask such a question? Hadn't he ever tried, in four years, to communicate with his son? Hadn't anyone in the family tried to make contact with the child?

It was quite different for Alice, the youngest of a family of six. "*My parents became suspicious when I was a year old, when they would call me when I was lying awake in bed and I didn't respond.*" The doctors pronounced her deaf. Six months later, Alice was wearing a hearing-aid. Her parents and brothers and sisters learned sign language along with her. She lip-read. The family moved from the country to the town so she could get better care.

She was a year ahead at nursery school because she could already read. "*When I think of it, I suppose my girl friends were rather puzzled,*" she said, because she knew how to cope with things. School was normal for Alice until a "*hellish year*" when the children would ask things like: "*How do you manage when you watch television?*" and would hide her things and leave her standing in the playground when she didn't hear the bell. "*The teachers were all stupid and narrow-minded, or else nasty or too nervous,*" she said. Alice now goes to another school. "*I've got four real girl friends, all quite different. Most of the teachers are very nice and interesting, even though I throw them off balance a bit. I've got a high frequency hearing-aid that I hated at first but which I now use in nearly every class. If my friends hadn't forced me to wear it, I might never have felt like putting it on.*"

Alice is finishing secondary school and learning Latin, Greek and English. She says, oddly: "*I think my life would've been the same, whether or not I could hear. My problems are just part of my life. I can't separate the two and I like it that way.*"

Alice spends a lot of nervous energy stressing that she's no different from anyone else. Though she does admit that "*later, I don't know what I'll do, but I'm starting to worry a lot about it.*" But Alice is very lucky. She lives in an advanced country and has social security as well as a happy, intelligent and caring family.

### FAMILY EQUILIBRIUM

Things are not always like that. A handicapped child may drain all of a family's energy and destroy its equilibrium - or the parents' marriage. "*The child is flawed, so the parents feel they're no good,*" explains Patricia, the headmistress. "*The father turns away more easily than the mother, who then becomes over-protective, which is really a kind of rejection or feeling guilty.*

"*Flora is spastic and for a long time her mother wouldn't allow her out of her sight to go to school. She's jealous of her daughter's progress. We have to reassure her by making her part of these successes.*"

The attitude of Marc's mother is very different. He too is spastic and staggers along the street, flailing his limbs in all directions. She shouts at him and everyone hears. "*Stop pretending you're handicapped!*" When the school bus arrives each morning, she refuses to help him down the steps. She can neither accept how he is nor bear the ogling of other people. Since her other son, who is normal, goes to the same school, she sends them together on the bus. It is obviously convenient, but she does not see how painful it is for the normal boy to be classed daily among the handicapped.

Coming to terms with a disability is very hard. The verdict of doctors is always devastating, even when they try to sugar the pill. The parents of a child seriously affected by Down's syndrome accused the midwife of "*advising*" them to abandon it, when all she had done was present it as a possibility. Such wounded and defenceless parents need years to grieve for the healthy, beautiful child they longed for but never got. They also need devoted and competent people like Patricia, Marie or Michel, who run schools with classes for the handicapped or are specially-trained teachers.

When Romain began primary school, there was a boy and a girl in his class with Down's syndrome. They became friends and often visited each other's homes. Romain, now 12, says: "*They were different but knowing them was good for me and the rest of the class. It was a happy time.*"

**F. B.**



# TO FIND OUT MORE ...

A list of UNESCO publications, free or on sale, is available from: Special Education, Division of Basic Education. It includes:

**TEACHER EDUCATION RESOURCE PACK: Special Needs in the Classroom:** for in-service and pre-service training of ordinary teachers. 1993, 192 pp.

**EDUCATING CHILDREN AND YOUNG PEOPLE WITH DISABILITIES: Principles and the Review of Practice,** by S. Hegarty. Sets out basic principles and provides a framework for review of ensuing education. 1993.

**MAKING IT HAPPEN**. A compilation of 12 country stories, provides examples of "*good practice*" on integrated education and community-based programmes. 1994.

**REVIEW OF THE PRESENT SITUATION ON SPECIAL NEEDS EDUCATION**. An up-date of the 1988 Review. Based on replies from 64 countries with a summarized analysis. 1994.

**HIDDEN & IN NEED**. New Views on Special Education, in the April-June 1994 issue (No. 15) of the Bulletin EFA 2000.

VIDEO

**CHILDHOOD DISABILITIES**. An information video on UNESCO's Project in Malawi, Uganda and Sri Lanka, demonstrates the advantages of video for training parents and community workers. VHS, 15", English.

**VIDEOS & ACCOMPANYING MANUALS FOR WORKING WITH CHILDREN WITH DEVELOPMENTAL DELAYS**, for community workers, primary health personnel and parents: **Malawi:** Getting Together, 50"; **Sri Lanka:** One of the Family, 50"; **Uganda:** Learning Together, 60".

co-action

# HELP . . . . . .

# THE CHILDREN OF SILENCE

## IN MALI

With the Malian Association for the Deaf,
**the UNESCO Co-Action Programme is raising funds to :**

- ✔ **Build classrooms,**
- ✔ **Buy benches, desks, blackboards, books.**

**You can participate by sending a contribution to:**
UNESCO Co-Action Programme, 7 place de Fontenoy, 75352 Paris 07 SP, France.
*Contributions go direct to projects. All administrative costs are borne by UNESCO.*

# THE MORE THE MERRIER

**Latin America's media calls for more newspapers, radio and television stations reflecting "the widest possible range of opinion".**

Many of the participants at the Seminar on Development of Communications Media and Democracy in Latin America and the Caribbean, held in Santiago de Chile from May 2-6, had never been inside a luxury hotel like the one in which the meeting took place. They came from rural and indigenous areas, or from marginal urban neighbourhoods; a Latin America and Caribbean that the tourists rarely see. They were the editors, individual or collective owners, directors or simple employees of the local newspapers and community radios that constitute one of the vital organs of the region's media industry.

Also present were the representatives of the region's media giants - the print and broadcast companies with big budgets and widespread coverage - along with the representatives of the Foundations, which with UNESCO, UNDP and the UN, funded the event. The meeting thus threw the striking contrasts in the media of Latin America and the Caribbean into high relief.

High-tech information industries linked to worldwide networks operate alongside tiny local media outfits that fulfil a modest, yet indispensable mission: informing their communities via usually rudimentary broadcast equipment or publications that are practically *"hand-made"*, to quote the director of "Tiempo", a small daily in San Cristobal de las Casas in Altos de Chiapas (Mexico), which made world headlines last January because of the indigenous rebellion there.

## FUNDAMENTAL ISSUES

Pointing out this contrast serves to illustrate the importance of the Santiago seminar. The technological advances in communications and the present trend towards globalization heighten the risk of major media outlets absorbing the smaller ones, thereby eliminating the cultural and community identities they reflect. But these local media, often surviving on equipment that the modern media has long since discarded, deal with issues that are fundamental to the inhabitants of their communities.

The seminar opened a dialogue between these two groups that, although not always smooth, allowed them to get acquainted with each other's very different worlds. It also reminded them of the responsibilities they share as members of the media, regardless of their level of influence and their resources, in contributing to the development of democracy in a climate of peace and freedom.

## PLURALISM VS. CONCENTRATION

It is evident that with such a varied group, it was difficult to reach a consensus. As a member of the commission that drafted the "Santiago Declaration", I became well acquainted, idea by idea and word by word - the deliberations were that detailed - with the differences raised in the plenary sessions.

One of the main points of contention was media plurality, which many small media associated with its antithesis: media concentration. Finally though it was accepted by all on the basis that the media alone would define and work out how plurality should be applied.

To write or speak of democracy and freedom is easily and often done. Putting these ideals into practice is much more difficult, especially in Latin America and the Caribbean with its extremes of development and underdevelopment, where dictatorships, authoritarian regimes and dependency are commonplace, where ethnographic factors create a complex cultural mix and where illiteracy is still commonplace. Too often these ideals are kept sufficiently abstract, to the point of being inoperative, in an effort to please everybody.

For example, point eight of the Declaration stating that *"the access to and practice of journalism must be free and not limited by any means"*, which is unquestionable in its essence, sparked heated debate. The Sociedad Interamericana de Prensa (SIP - Interamerican Press Society) and the Asociacion Internacional de Radiodifusores (AIR - International Braodcasters Association) were opposed to the idea that journalism schools be made compulsory for all aspiring journalists - as is already the case in several countries. However, many professional journalists, from Chile for example, considered such establishments essential. To accommodate the difference of opinion, the Declaration

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Obstacles to the **FREE FLOW OF INFORMATION** have changed places: before the fall of the Berlin Wall, it often took years for the western press to open a bureau in Moscow or elsewhere in Eastern Europe; now journalists from these countries face similar problems in the West: long waits for visas and all kinds of red tape. This situation was reported at a round table, organized by UNESCO for journalists from both East and West, at Headquarters May 10 to 11.

▼

***AN ACTION PLAN FOR PALESTINE*** was signed in Tunis on April 30 by Yasser Arafat, President of the PLO, and Director-General Federico Mayor. Adopted by the PLO/UNESCO consultative committee, it gives priority to eight projects, four aimed at restoration of schools in the West Bank and the Gaza strip and development of scholastic programmes. The others involve creation of a National Palestinian Museum, the conservation of monuments and sites in Jericho; a traditional arts centre in Gaza; and aid for a Palestinian TV station. The Action Plan took effect May 4 with the signing of a self-rule agreement between Israel and the PLO.

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The first printout of **INNOV DATABASE** presents some 80 innovative basic education projects in developing countries. Part of UNESCO's Education for All, Making it Work project to collect, analyse and promote innovations, the database provides a tool for everyone interested in new ideas, from grassroots project managers and teacher training institutes to researchers and planners. Readers can follow-up on specific projects using addresses contained in the 135-page document, available free-of-charge from the Basic Education Division.

urged freedom of association and the right to establish media trade unions, which would allow journalist bodies in each country to set the qualifications for the profession.

One of the main challenges faced by the seminar was to work out how to fund the Action Plan it adopted. Without this, the Declaration would be yet another piece of the romantic history, filled with frustrated aspirations, that is so common in Latin America. In a world where institutional resources are being mercilessly cut and/or excessively deregulated, at a time of economic recession and climbing unemployment, the resources provided by international organizations such as UNDP or UNESCO are insufficient. To make it work, the Plan of Action requires the concrete support of the majority, privately owned media.

The big journalistic enterprise, which cannot reach every community with local information, must become interested in plurality, without fear of competition. Because journalism - whether one acknowledges it or not - is a social responsibility, an obligation to contribute through information and ideas, to the development of peaceful democracy.

Press freedom was also considered by the seminar. Is it only the freedom to publish, when there are resources, and to distribute without limitations? The term is inextricably linked with freedom of expression and the wider concept of human rights. Press freedom is also defended by sacrifices, and sometimes the lives of people who work in the media - those who get to the sources of information, at times defying great personal risk, repression or the heavy hand of authorities. I always keep in mind the fact that since 1970, 537 journalists have been killed or have disappeared in Latin America.

Some representatives of alternative media argued that the State had a role to play in supporting them or opening new channels of information to serve as a counterweight to the big commercial press and broadcast companies. These latter however, maintained their opposition to any interference by the State or government. For them, press freedom concerns the private sector only, and it's this characteristic that is the best guarantee of plurality.

**Luis SUAREZ,**
**Secretary-General**
**of the Federation of Latin American**
**Journalists, Santiago de Chile**

## DECLARATION OF SANTIAGO

Declaring freedom of expression to be *"the cornerstone of our democracies"*, democracy *"a prerequisite for peace and development within and between our countries"*, and freedom of the press *"an indivisible part of freedom of expression,"* media professionals, meeting in Santiago (Chile) from May 2 to 6, called on all states of the region to provide constitutional guarantees of freedom of expression and freedom of the press for all forms of media. They declared that respect for pluralism, cultural, language and gender diversity should be *"a fundamental factor"* in democratic societies and strongly condemned the repression of which journalists, publishers and broadcasters are still victims. *"Our aim,"* they stated *"is to promote the greatest possible number of newspapers, magazines, radio and television stations reflecting the widest possible range of opinion"*. Finally, the Declaration recommended that the UN create a *"World Press Freedom Prize"* to honour individuals, organizations or institutions that have contributed to the advancement of freedom of information.

*(Extracts selected by the Editor. A copy of the full text of the Santiago Declaration and the Plan of Action is available from UNESCO's Communication Division).*

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**The "CHILREN OF CHERNOBYL Forum" was held in Chambery (France) on April 25 and 26. Organized in the framework of UNESCO's Chernobyl Programme, the Forum brought together more than 150 people, specialists in psychology and education, parents and children, doctors, lawyers, and high ranking officials from Russia, Belarus and Ukraine. The main purpose of the meeting was to evaluate**



**the summer holidays in European families organized by humanitarian associations for the child victims of the 1986 nuclear disaster. Participants stressed the need to protect both the children and the families that welcome them against abuses by corrupt organizations which organize these trips with profit in mind. The debates, however, mainly pointed to the positive effects of these exchanges on the personal development of the children as well as on the long term links created on all sides of the borders.**

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About 40 jurists, sociologists and other specialists from 15 countries come together at the International Olympic Academy in Olympia (Greece) on May 13 and 14 to examine ***NEW FORMS OF DISCRIMINATION*** with regard to migrants, refugees and minorities. Pluralism, multiculturalism, solidarity and sharing were cited as essential conditions for the prevention and elimination of all forms of discrimination. Participants notably called on governments to adopt legislation for the protection of minority rights.

# SMALL IS BEAUTIFUL, BUT ...

## *The world's small islands are not all swaying coconut palms and sun-drenched beaches...*

What does a small Caribbean island like St. Vincent, which covers an area of only 389 sq. kilometres, do with tens of thousands of wine bottles imported to satisfy the desires of the much needed tourists, but left behind after their departure?

Perhaps France could take them back, suggested the Prime Minister of St. Vincent and the Grenadines at the UN Global Conference on the Sustainable Development of Small Island Developing States, which UNESCO helped organize in Bridgetown, Barbados from April 25 to May 6.

As the example of the wine bottles illustrates, small might be beautiful but it is still small - at least in land area - and therefore vulnerable. This means that island states must deal with an extremely complex range of problems from population growth to energy and water supplies to the development of their surrounding 200-mile economic zones that paradoxically make them the custodians of about one fifth of the Earth's surface; the Pacific archipelago of Kiribati, for example, has only 6,000 square kilometres of land, but and Exclusive Economic Zone (EEZ) that covers some six million square kilometres of ocean!

### DISASTER PRONE

*"Our islands stand but a few metres above sea level and we are asking what will happen when the sea level rises, how will we deal with ...climatic catastrophes,"* said Cuban President Fidel Castro, pointing out the top concern for the the 14 heads of island states, the delegates from 126 other UN Member States, the UN agencies and the NGOs attending the conference.

Half a million people live in archipelagoes and coral atoll nations no higher than three metres above sea-level, such as the Maldives, the Marshall Islands, Tuvalu, Kiribati and Tokelau. The predicted increase of between 35 and 110 centimetres in sea-level over the next century could wipe several of these countries off the map. The inundation of outlying islands and loss of land above the high tide mark may also reduce the exclusive economic zone, and destroy existing economic infrastructure as well as human settlement. Such a rise may also damage coral reefs, affect fisheries production and salinate the fresh water supplies of islands.

The Plan of Action adopted by the meeting pointed out that the effects of climate change were already being felt in the form of cyclones and droughts which *"are perceived to be occurring with increasing frequency and intensity"*. *"The lush vegetation, marvelous beaches and pleasant climate may all be lost in one hour's battering (when a cyclone hits),"* the participants pointed out. Not to mention the volcanic eruptions, earthquakes and tsunamis that regularly hit small islands and have "promoted" thirteen of them to the list of the 25 most disaster prone countries.

One of the serious side-effects of their high-risk status is that insurance companies are reluctant to cover them. The financial burden of reconstruction is thus multiplied several times over.

### CONVENIENT DUMPING SITES

Waste management and pollution was another key issue for the conference participants. The wine bottles of St. Vincent are, in fact, only the tip of the iceberg.

*"Pollution from industrial wastes and sewage, inappropriately sited and poorly managed garbage dumps and disposal of toxic chemicals are significant contributors to marine pollution and coastal degradation"* points out the Plan of Action. Amongst other nasty effects pollution contaminates valuable and usually limited fresh water supplies, as well as surrounding seas and reefs and the local marine life.

The 23 sq. kilometres of Nauru in the south western Pacific, for example, have been turned into an arid moonscape and the lagoon choked with algae as a result of the huge phosphate mining operation there. Fishing and hunting are prohibited and everything, from water to eggs, must be imported for the 10,000 strong population. Nauru is one of the few Pacific island nations that does not attract tourists, and where even the local population regularly raises the idea of buying or renting a new island!.

The dumping of dangerous wastes at sea by other, developed countries was also raised as a cause for concern at the

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Just published in English, **ISLAND AGENDA**: an overview of UNESCO's work on island environments, territories and societies, reflects a wide range of small

island situations. The richly illustrated, 131-page report discusses the challenges facing islands which, whether seen as *"Paradise or Purgatory, Heaven or Hell, leave no one indifferent."* After defining and classifying small islands, stressing their diversity and their vulnerability, it addresses 20 key issues, ranging from distortions in island economies, transport, demography or water, to energy, fisheries, and the mixed blessings of tourism.

*Division of Ecological Sciences*

▼

***FOUR DISABLED ARTISTS FROM BRAZIL*** participated in the International Very Special Arts Festival organized in Brussels from May 4 to 8, thanks to the financial assistance of UNESCO's International Fund for the Promotion of Culture (IFPC). The $3,000 contribution was attributed under the "Artists with a Difference" component of the IFPC's "Artists Across Frontiers" programme.

UNESCO SOURCES

Bridgetown meeting. *"The isolation and oceanic location of small island developing states and their dependence on a marine and limited terrestrial resource base makes them highly vulnerable to contamination by toxic and hazardous wastes and chemicals, and radioactive materials"* noted the Plan of Action. These considerations however are often ignored by

*FISH ARE OFTEN A KEY RESOURCE FOR ISLANDS ... BUT STOCKS MUST BE CAREFULLY MANAGED (Photo UNESCO/ Michel Batisse)*

companies or agents seeking a convenient dumping site far from the vigilant eyes of their own governments - or as the case may be - their own citizens. Kiribati, reports UNESCO's recent publication "Island Agenda", *"was once offered a full national television service in return for rights to dump nuclear waste in its territorial waters"*. The offer was refused, but that is not always the response...

The heads of State attending the conference agreed the short-term gains from such deals would be more than offset by the adverse effects on the environment and on human health, and agreed that small islands should, like Kiribati, refuse to accept the dangerous wastes of others . They also called on the developed countries to enact and enforce laws that will make such dumping in the seas of small island States illegal, and urged a ban on the transport of toxic and hazardous wastes, including nuclear wastes, in their seas.

Apart from the physical problems, small islands also suffer acute sociological difficulties. While holidaying Europeans are enthralled by visions of swaying coconut palms and limpid lagoons, islanders live their isolation quite differently. Frustration and boredom have helped give island states some of the highest suicide disease, diabetes and obesity.

The only real growth industry for small islands these days is tourism, which has as many drawbacks as benefits: a devastating cyclone, political unrest, an airlione strike or too many tourists, and the holiday-makers go elsewhere. The EEZs give them access to vast areas of resource-rich ocean, but most island nations don't have the capacity to tap this wealth...

There are few clear cut recipes to solve these and other problems. More research, better communications, education, development of clean technologies and appropriate policies, were among the suggestions outlined in the Plan of Action. Perhaps most importantly regional and international ties must be strengthened. *"The Barbados conference... must mark the beginning of a process to implement what was agreed upon at the Earth Summit (Rio de Janeiro 1992)"* the Coordinator of UNESCO's Environmental programmes, Gisbert Glaser, told the conference in a speech delivered on behalf of Director General Federico Mayor. *"A true global partnership will be needed more than ever to set small island developing states - and with them the broader international community - on a new pathway for a more sustainable, secure and equitable future..."*

**S. W. with Gary WRIGHT**
in Bridgetown

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**UNESCO's LOW-POWERED SOLAR-PANELLED FM TRANSMITTER** was launched on April 28 in Barbados at the UN Global Conference on Small Island States. The 20W transmitter was operated for a broadcast demonstration by Mass Communication students of the Barbados Community College. They will broadcast four hours each day with public service messages, music and environmental spots. The simplicity of the technology, its low cost (about $1,500), and the fact that it can be produced locally, makes the transmitter particularly useful to the communication needs of islands, for small community media projects and in emergency situations.

▼

The Executive Committee for ***THE NUBIA MUSEUM*** in Aswan and the ***NATIONAL MUSEUM OF EGYPTIAN CIVILIZATION*** in Cairo, met in Aswan from May 9 to 11. The Committee took stock of work progress on the Nubia Museum, which notably includes training, in situ and abroad, of museum personnel. It recommended that trained staff rapidly carry out a computerized inventory of collections, elaborate a programme of exhibitions, publish visitor guides, etc. so that work may be completed by end 1995 and opening of the Museum coincide with celebrations of UNESCO's 50th anniversary in 1996.

●

Architects, city planners, art historians, industrial designers and specialists in conservation met in Tel Aviv (Israel) from May 22 to 28 to promote world recognition of the **BAUHAUS LEGACY** at a Conference on International Style Architecture. A school of architecture founded in Germany in 1919, the BAUHAUS, closed by the Nazis in 1933, strongly influenced contemporary design. The Conference focused on preservation of Bauhaus style, which integrated architecture with all the arts, and a review of International Style, at sessions devoted to *"Rethinking Modernism"*.

● **"IN OUR OWN HANDS,"** the story of *Saptagram* a women's self-reliance and

education movement in Bangladesh, has just been published in UNESCO's *"Education for All: Making it Work"* series. The illustrated 30-page booklet describes how *Saptagram* helps deprived, landless women understand the causes of their oppression, take charge of their lives and work on income-generating projects. The movement, founded in 1976, has spread to over 900 villages, reaching more than 22,000 members.

☞ *Basic Education Division*

▼ **"CONTEMPORARY THEATRE AND NEW SOCIAL BONDS"** was the theme of a symposium organized by UNESCO and the International Theatre Institute at Headquarters on May 9 and 10. Staged as a prelude to World Day for Cultural Development, May 21, it brought together outstanding theatre people from all continents who discussed theatrical experiments in different socio-cultural contexts designed to *"give a voice to all those who feel excluded"*.
On the evening of May 9, a concert entitled "Musicians of the World" was performed by artists from such far-flung places as China or Madagascar, Australia or Venezuela.



# A GREAT COLLECTION RESTORED

## *Back home again, Kuwait's Museum of Islamic Art is being repaired and re-installed with help from UNESCO.*

*"He has managed to do what no other single individual has ever done - create a Museum of Islamic Art, the largest comprehensive collection in the Muslim world, ranking with those devoted to this art in Berlin, St. Petersburg, London, New York and Paris - each of which is the result of efforts of many people, often spanning a century."*

Marilyn Jenkins of the Metropolitan Museum of Art was praising Sheik Nasser Sabah al-Ahmad al-Sabah who, in 1982, asked for her help in creating the Islamic Museum (Dar al-Athar al-Islamiyyah/ DAA) opened in February1983 under the aegis of the Kuwait National Museum.

Sheikh Nasser acquired his first pieces in 1975 and with the help of his wife, Sheikha Hussa, built a collection of some 20,000 pieces, manuscripts, pottery, works of metal, glass, ceramics, wood and ivory, spanning 1300 years and a geographical area extending from Spain to the borders of China. Many, previously scattered in Europe, America and other distant regions, thus returned to Islamic soil.

Constantly augmented to fill gaps and strengthen weak areas, the DAA also

*THIS MARBLE PANEL FROM MUGHAL INDIA WAS TRAVELLING, BUT A SIMILAR ONE WAS SEVERELY DAMAGED (COURTESY DAA).*

counted a reference library, research, publication and archaeological excavation units and an art studio.

But it didn't count on war, or the fact that, in September 1990, every single object in its 10 galleries would be packed and, under the supervision of the Iraqui Director of Antiquities, Dr. Muayyad Said Al Damarji (to *"safeguard the objects during the bombings"*) and shipped to Baghdad.

The British archaeological curator, Kirsty Norman, was part of a UN mission to Baghdad in September and October 1991 to *"inventory and crate some 50 tons which were shuttled back to Kuwait by UN plane."*

*"The smaller objects, packed in tin trunks and wrapping paper, did fairly well,"* she said. *"I suppose the Iraqis did the best they could, but they lacked facilities. Architectural pieces, like stucco panels were severely damaged."* Some of the17th-18th century AD marble panels from Mughal India, had also been smashed or lost their precious stone inlay.

### TEMPERATURES UP TO 50°

*"You can imagine what happens in temperatures up to 50° C in the shade,"* she said. *"Some of the adhesive holding ancient artifacts together had sagged. But it was organic pieces - leather, manuscripts, wood, which suffered the most."*

Ms Norman was back in Kuwait last month as one of two consultants on a three-year project (to 1996) for the conservation and restoration of the Collection. As such, she and a small team are restoring some 800 objects, starting with about 100 of the most severely damaged.

Executed by UNESCO with a $1,150,000 budget financed by the Government of Kuwait through UNDP, the project includes preparation of new photographic records for about 2000 articles, purchase of conservation and photographic equipment, and training of national staff.

Coordinated by Sheikha Hussa, Director of the DAA, the project also foresees an international design competition for new premises to house the collection, since the old ones are irreparable.

Meanwhile, the museum which early recognized the importance of exchange and loan, will organize five travelling exhibits in the next two years as a means of raising funds for humanitarian causes and to assist various countries with environmental protection.

**Betty WERTHER**

# UNDER THE EYE OF THE SATELLITE

***UNESCO experts are building an unmanned, computerized weather station to watch over one of the world's oldest cities, Moenjodaro.***

In 1922, English archaeologists digging on the right bank of the Indus River for traces of Alexander the Great came across the ruins of one of the oldest cities in the world.

Some 400 km north of Karachi and dating back to 3000 B.C., Moenjodaro had been the home of about 30,000 people who lived in luxury, opting for earthly pleasures rather than a supposedly better life in the hereafter. Unlike the Egyptians, they had no temples and no sculptures glorifying the gods. Nor was there any palace to indicate the existence of an all-powerful ruler. A superb statue of a bearded man identified as a "king-priest" was undoubtedly an import.

*MOENJODARO... MORE DIGGING IS OUT OF THE QUESTION (Photo Hideo Noguchi).*

When anyone arrived from the countryside, the city's families would give him bricks and manpower to build a house like theirs. An area of 100 hectares contained such houses along straight, narrow, criss-crossed streets with covered sewers to prevent contamination of drinking water wells. Half the houses had their own wells because there was plenty of water. But that was a curse too, because the nearby Indus swelled 15-fold in summer and flooding was very bad.

The first step to save the town, which is on UNESCO's World Heritage List, was to bore 27 wells 100 metres deep so as to lower the underground water table while still allowing nearby fields to be irrigated. Five dykes were built to prevent flooding. But the site continued to deteriorate.

The immediate danger was the interaction of water, salt and bricks. The very salty water evaporates in the great heat and the salt attacks the bricks and they crumble into dust. Even when the salt does not stick to the bricks, the wind drives it towards them and the damage is the same.

Scientists say the brick walls facing the sun should be given a protective mud coating, as is still the custom in Pakistan today. But there are 50,000 metres of walls. A good idea perhaps, but is it feasible? With only a tenth of the city unearthed and those parts deteriorating rapidly in the open air, more digging is out of the question. The Buddhist stupa from the second century A.D. which overlooks the city is in such a bad state that it may be wrapped in fabric to slow down the erosion without stopping the water flow.

Hideo Noguchi, UNESCO's expert on Moenjodaro, reports that a laboratory staffed by researchers from Pakistan and other countries has been installed on the site to monitor the situation. But the just-bought weather station is an important step. It will measure 15 phenomena, such as temperature, humidity and soil composition, and send the data by satellite to UNESCO in Paris, to a special hydro-geology lab in London and to all the experts involved in the excavations. Stopping the salt erosion of the bricks is the key to the city's preservation.

And there's just another little problem. How to stop wandering camels displacing the solar panels that provide the weather station's power source..

**F. B.**

●

**"MUSEUM, CIVILIZATION AND DEVELOPMENT"** was the theme of the first meeting of museum professionals from Arab countries, organized in Amman (Jordan) from April 26 to 30, by the International Council of Museums (ICOM). About 80 participants from 18 countries discussed the role of museums and museum personnel, collection management, research, ethics and legislation. They also stressed the importance of management training, preventive conservation and museums as an instrument of non-formal education. The specialists called for a study, to be carried out under the auspices of UNESCO, on the state of museums in Gaza and the West Bank.

▼

***"NATTUVANAR" FOR MALE CHOIR***, by Finnish composer Eero Hameenniemi, and *"Living Toys,"* by young (b. 1971) British composer Thomas Ades, were selected by producers of musical programmes for radio at the 41st International Rostrum of Composers (IRC), held at Headquarters from May 9 to 13. Organized by the International Music Council (IMC), UNESCO and radio broadcasters, the IRC, aimed at encouraging the exchange of contemporary music, brought together representatives of 32 national networks.

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## LOOKING AHEAD

The 6th Ordinary session of the Joint ILO/UNESCO Committee of experts on the Application of the **RECOMMENDATION CONCERNING THE STATUS OF TEACHERS**, will take place in Geneva from July 12 to 20. A meeting of experts on the Improvement, Following Concepts, Definitions and Classification in the field **SCIENCE AND TECHNOLOGY STATISTICS**, will be held at Headquarters from July 18 to 20. Some 80 specialists will attend a Pan African Symposium on the **STATUS OF THE ARTIST IN AFRICA**, organized in collaboration with the African Association Against Piracy (ACOP), in Brazzaville (Congo) from July 18 to 23. A number of meetings organized under the Intergovernmental Oceanographic Commission (IOC) include: a Strategic Planning Conference of the IOC/SCOR/IASO International **GLOBAL OCEAN ECOSYSTEMS DYNAMICS** (GLOBEC-INT), at Headquarters from July 18 to 20; and, in the context of the **IOC/FAO HARMFUL ALGAL BLOOM PROGRAMME**, a Workshop on "Interspecies effect on the Growth Rate Measurements", organized with the International Council for Exploration of the Sea (ICES) in Aveiro (Portugal) from July 22 to 27. Representatives of National Commissions will attend an Interregional Conference on **A UNESCO FOR THE XXIst CENTURY** in Lisbon (Portugal) from July 26 to 30 in preparation of the Organization's 4th Medium-Term Plan (1996-2001). An exhibition, organized in the series **EDUCATION THROUGH ARCHITECTURE**, on view at Headquarters from July 23 to August 5, will focus on schools in Spain. The International Jury of UNESCO's **LITERACY PRIZES** will meet at Headquarters from August 8 to 10. The Prizes will be awarded on September 8, International Literacy Day. A Workshop on **POSTGRADUATE EDUCATION IN HYDROLOGY**, will be organized by the Czech National Committee for the International Hydrological Programme (IHP), UNESCO, WMO and IAHS in Prague (Czech Republic) from August 29 to September 2.

**OUR NEXT DOSSIER** will be devoted to **BIODIVERSITY**, what it is and why it is so important, in preparation for the International Forum on Biodiversity: Science & Development - Towards a New Partnership, to be held at UNESCO's Paris Headquarters from September 5 to 9.

SOURCES